Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **31R065**

School Name: **THE ACADEMY OF INNOVATIVE LEARINING**

Principal: **SOPHIE SCAMARDELLA**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: P.S. 65 School Number (DBN): 31R065

School Type: Elementary Grades Served: PK-Grade 5

School Address: 98 Grant Street

Phone Number: 718-981-5034 Fax: 718-981-6109

School Contact Person: Sophie Scamardella Email Address: Sscamardella2@schools.nyc.gov

Principal: Sophie Scamardella

UFT Chapter Leader: Christine Ferragano

Parents' Association President: Victoria Anderson

SLT Chairperson: Monica Contreras

Student Representative(s): N/A

District Information

District: 31 Superintendent: Anthony Lodico

Superintendent's Office Address: 715 Ocean Terrace

Superintendent's Email Address: ALodico@schools.nyc.gov

Phone Number: 718-420-5667 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll

Network Number: 409 Network Leader: Neal Opromalla

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:

- 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*.
- 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.**
- 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)
Sophie Scamardella	*Principal or Designee	
Christine Ferragano	*UFT Chapter Leader or Designee	
Victoria Anderson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Elizabeth Rodriguez	Member/ UFT	
Danielle Anzalone	Member/ UFT	
Joanne Gigante	Member/ UFT	
Monica Contreras	Member/ Parent	
Tony Bennett	Member/Parent	
Janet Dones	Member/Parent	
Dave Scheffler	Member/Parent	
	Member/	
	Member/	
	Member/	
	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
• **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.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **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.
• **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.
• **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.
• **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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

P.S. 65, The Academy of Innovative Learning, opened in September 2008 as part of the "New Schools' Initiative". The school is grounded in 2 pillars; i.e. "***careful infusion of the arts into the curriculum***" and "***building on children's strengths to boost their self-esteem***". We believe that all children are ***"children of promise***" who can achieve success and be good citizens of our country. One of the ways in which we accomplish this is by identifying every child's individual needs and areas of strength and by using this information to individualize instruction for every child. We recognize and value our students and we reward them for "positive choices". We hold monthly Assemblies in which we celebrate their achievements, all of which encompass every aspect of the "***whole child"*** and encourage and motivate children to be the best that they can be. We also celebrate our parents/guardians at these assemblies and reward them for their "***acts of kindness***". Similarly, we work closely with our parents/guardians to assist them in helping their children succeed. We invite them into our classrooms to see how our instruction takes place, we hold workshops to help them understand the curriculum, and we meet with them throughout the year to keep them apprised of their child's progress. We also work closely with our after-school program to sustain the continuity of the school day and provide our students with additional support and enrichment. We teach our students to "never give up", to "believe in themselves" and to "try". We encourage hard work, recognize and value all students' efforts, and know each student individually so that they make a strong "connection" with our school.

Our school also integrates the various arts' strands into our curriculum. Research has shown that students who have received ongoing and meaningful arts' integration into the curriculum have outperformed students who did not receive this on every standardized test, including the SAT. We provide our staff with onsite and hands-on professional development to learn how to effectively infuse visual arts, music, drama, and dance into the current curriculum. We have onsite residencies that work in classrooms alongside the classroom teachers. We also employ part-time Department of Education teaching artists who work with our students in each of the art strands. One focus of this school year is to revisit our **Curriculum Maps** and find "natural links" to infuse Art, Reading, Writing, Math, Science, and Social Studies into a seamless day. We have departmentalized our Grades 3, 4, & 5 classrooms so that each teacher may become the "**master teacher/facilitator**" at teaching ELA or Mathematics. We are supporting our staff into becoming "***facilitators"*** of "teaching" and are shifting from a "teacher-centered classroom" to a "***student-centered classroom"*** wherein the "***students drive/direct the instruction***". We are working with the staff on how to "***engage the learner"*** and how to "***develop questions***" that will evoke thought and conversation. We also want the students to "***create/generate questions***", "***ask questions***", "gather information", and "***discover their own knowledge***". This is a huge shift for our staff, and we are working closely with them to assist them in their understanding of this huge shift in instructional practice.

The administration, along with staff members, support all of the teachers on all grades in their journey to "digging more deeply" into the curriculum and clearly understanding the "***Big Ideas/Understandings***" that students need to have and be able to do in order to be "***college and career ready***". Rigorous, standards-based tasks and rubrics have been designed to reflect the demands that the new Common Core Standards require. Students are held accountable for their learning, and are able to articulate what they have to do in order to meet/exceed standards. Academic Intervention is a critical part of our school, and students who struggle are provided with extensive, directed support in their targeted area. Data is collected continuously to determine if students are making progress. Teachers meet weekly with the administration to discuss the data and plan for "next steps". **No child** is ever "left behind" at PS 65.

We have had many accomplishments, especially in promoting student achievement and in building student character. Our students are achieving at high levels, our staff is committed to ensuring that all students are successful, and we are continually reflecting on our current practices and methodologies in an effort to improve instruction. We strive to

employ "***best practices***" in all content areas throughout the day. The administration works closely with all teachers, conducts model lessons with teachers, and supports teacher growth and development. We also focus on promoting positive behavior and assisting students in making "good decisions". Our students, also known as "***little dolphins***", clearly reflect the values intrinsic to a peaceful, law-abiding society; i.e. "***honesty", "respect", "intelligence***" and "***integrity***". Each year we work on these and we look for evidence of these in each of our "little dolphins". Students are valued and respected, and are given "guidance" when they make a "bad choice". We help them to understand themselves, to think before they act, to respect their feelings, and to decide how to handle stressful situations. Our school environment is calm and nurturing, and the students enjoy coming to school. We have a very high attendance rate, including both staff and students, and there is mutual respect and professionalism throughout the building. Former graduates have visited our school to share their academic as well as social/emotional successes in middle school. Our students have brought the strong foundation that we have provided to them to a new situation as evidenced by data obtained from AQR in "**STUDENT ACHIEVEMENT**" – "**100% was the pass rate by this school's former 5th graders in their 6th grade courses in Math, English, Social Studies, and Science"**; hence, "***learning truly occurs at PS 65"***.

We continually face the challenge of making sure that every child makes progress on the standardized tests. Although our students keep up with and/or exceed the city's scores, they do not always make gains from Grade 4 to Grade 5. We have studied the causes and have addressed each to ensure that they will make adequate yearly progress on both the ELA and the Mathematics tests in the coming year. We have put in supports to assist our upper grade students with very intensive academic instruction in Literacy and in Mathematics. Students in Grades 3, 4, & 5 are provided with one-on-one intensive instruction in the *Wilson Reading Program* (a research-based program) to provide them with targeted assistance to become fluent readers and writers. *Achieve 3000* is also used to support "Balanced Literacy" and to give teachers a lot of valuable data and all students opportunities to read and write about non-fiction articles at their own level. We also use the computer-based *Lexia* program (also, research based) to assess students' areas of weakness in acquiring Reading fluency and provide them with activities to support growth. Students are constantly exposed to "models" of "standards-based work" and teachers are constantly "looking at student work" to determine "next steps". To increase Math achievement, students are assessed continuously and that data is used to improve instructional practices in the area(s) of weakness in Math. Instructional practices have improved as a result of ongoing Professional Development, inter-visitation, model lessons, and professional books that have a proven research-base.

Our school strategically aligns professional development, family outreach, and student learning experiences to ensure that student success is a collaborative effort. The school counselor leads ongoing professional development for parents/guardian, keeps parents/guardians informed of their children's achievement through "***Monthly Newsletters"*** and via personalized communication. We use the "***Book of the Month***" to help develop character and to evoke rich discussion with the staff, students, and their families. Our "***Book of the Month***" and "***Family Reading Notebook***" are sent home with the students so that they and their families may read and share the book's content together. Each is asked to respond to the "***Book of the Month***" in the "***Family Reading Notebook***". The "***Monthly Newsletter***" displays samples of student and parent/guardian responses. In this way we all share a "***common thread/bond***".

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

• 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). • 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.
• Based on careful analysis of the data on the AQR, improvement is needed in "Student Progress" in ELA in both: "all students" and "lowest performing students". • Based on careful analysis of the data on the AQR, improvement is needed in "Student Progress" in MATH in both: "all students" and "lowest performing students". • Based on recent QR, school needs to ensure that teaching practices consistently reflect the school's work around student-centered learning and our belief that students learn best through critical thinking.

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, 80% of the teaching staff will receive an overall rating of "effective" or higher on Danielson component 3c (engaging students in learning) as evidenced by both formal and informal observations.

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: - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - 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). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Ongoing Professional Development will be provided to assist teachers in their understanding of how to effectively design questions that will span DoK levels 1-4 and how to allow students to generate questions. • Ongoing Professional Development will focus on assisting the staff in understanding the differences between the "dutiful" compliant learner vs. the "engaged" learner.	All Staff	September 2014-June 2015	Principal Assistant Principal Special Education Coach
• School will continue Professional Development to deepen understanding of differentiated practices to	All Staff Special Education	September 2014-June	Principal Assistant Principal

meet different learning styles and modalities • Assistant Principal and Special Education Coach will continue to meet weekly with special needs and ESL staff to assist them in developing multiple strategies to address the struggling learner and the ESL learner. • School Blog/Discussion Board will continue to be used to support all teachers' acquisition of different strategies and modalities to address individual student's needs. • Supports/Materials/Technological devices are obtained to support the "visual", "auditory" and/or "tactile" learners.	& ESL Staff	2015 September 2014-June 2015	Special Education Coach Assistant Principal Special Education Coach
• Parents/Guardians will be invited to view classroom lessons in all disciplines and will have an opportunity to ask questions and identify their needs. • Parent Workshops will be conducted to assist parents in their understanding of the curriculum and how they may support their child in attaining success.	All parents/guardians	September 2014-June 2015	Principal School Counselor Parent Coordinator
• Parents/Guardians are invited into classrooms to share their area(s) of expertise in an effort to recognize and value their knowledge and improve student achievement.	All parents/guardians	September 2014-June 2015	Principal School Counselor Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Additional prep period for all pedagogues • F-Status staff • Principal, Assistant Principal, Coach, School Counselor, Parent Coordinator • TERC Math program, Marilyn Burns – Math Solutions, Math Exemplars • Fundations & Wilson Programs • Engage NY • UDL strategies • In-depth engagement with DOK language and practices

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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: - Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. - Specify a timeframe for mid-point progress monitoring activities.
• Mid-point benchmark - By January 31, 2015, 100% of teachers will have had at least one "effective" rating in Danielson category 3c (Engaging Students in Learning).

• September, 2014 – January, 2015				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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

- 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).
- 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.

QR findings:

- Students feel supported and valued in a respectful environment that strengthens their academic, social, and emotional growth.
- Staff needs to "step back" and allow the students to "drive the instruction" in more "student-centered classrooms".

Strengths:

- School values and respects all students.
- School addresses the needs of students on an individualized basis.
- School recognizes and highlights student behavior and has a welcoming and inclusive school culture.
- School has a full-time counselor to support students and their families.

Needs:

- Students need more time to develop their "understandings" with more "think time" and "reflective time".
- Classrooms need to become hubs of "student thinkers" with less "teacher talking" and more "student interaction".

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, 100% of teachers will receive an overall rating of "effective" or higher on Danielson component 2a (Creating an Environment of Respect and Rapport) as measured by formal and informal observations.
In addition, by June 2015, 100% of teachers will have received an overall rating of "effective" or higher in creating classrooms that are "student-centered

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: - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - 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). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

Professional Development: • Administration conducts “model lessons” in classrooms to demonstrate the shift from a “teacher-directed classroom” to a “student-centered classroom”. • Teachers/Facilitators view lessons, discuss components, including: planning, preparation, student engagement, questioning, and plan for “next steps”. • Formal/Informal observations focus on the implementation of the teacher becoming the “facilitator” and the students becoming the “teachers”. • Feedback is immediate and ongoing and specific, targeted, and measurable criteria are delineated and carefully monitored. • “School Blog/Discussion Board” is ongoing and is used to present scenarios related to addressing various learning styles, engagement, and level of challenge in an effort to “provide additional instruction” and “support” to both the staff and the students during this “shift in instructional practices”.	All staff	September, 2014- June, 2015	Principal Assistant Principal Coach
Strategies to address the SWD and ESL learners: • Ongoing Professional Development with Special Education Coach and Assistant Principal to understand and acquire strategies to support every student’s learning styles & needs. • “School Blog” – Weekly discussion board - scenarios related to addressing various learning styles, engagement, and level of challenge in an effort to “provide additional instruction” and “support” to both the staff and the students during this “shift in instructional practices”. • Small group instruction is incorporated into every lesson. • SWD and ESL learners receive additional one-to-one support from a certified Wilson teacher during the school day. • Teaching assistants have been trained in Intervention Programs and strategies and provide one-to-one assistance both during the school day and in the after-school program. • Supports/Materials/Technological devices are obtained to support the “visual”, “auditory” and/or “tactile” learners. • Library media materials • Lexia Program • Achieve 3000	All staff Special Education and ESL staff	September, 2014- June, 2015	Principal Assistant Principal Coach Wilson Teacher Teaching Assistants
Parent Involvement: • Parents/Guardians are invited into the classrooms to	All parents/guardians	September, 2014 –	Principal Assistant Principal

observe instruction/instructional practices. • Parents/Guardians are invited to attend classroom "publications" and "celebrations" throughout the school year. • "Class Parents/Guardians" are an integral part of the various activities that take place in the classrooms.		June, 2015	Teaching Staff School Counselor Parent Coordinator
QR Finding: • "Students, parents, and staff appreciate the school's focused efforts on maintaining a supportive, inclusive, and respectful environment." • School will continue to include parents/guardians in school activities and keep them informed of their child's progress and ways in which they may assist their child.	All staff All parents/guardians	September, 2014 – June, 2015	Principal Assistant Principal Teaching Staff School Counselor Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principal, Coach, School Counselor, Parent Coordinator, Wilson Program, Lexia Program, Achieve 3000, Library Media Materials, Professional Development, Additional prep coverage, F-Status Staff

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.									
N/A									

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: - Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. - Specify a timeframe for mid-point progress monitoring activities.				
• By January 31, 2015 100% of teachers will have received at least one "effective" rating in Danielson component 2a on either a formal or informal observation. • September, 2014 – January 31, 2015				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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

- 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).
- 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.

- Based on data obtained from AQR, school needs to provide additional time to supporting teachers in their understanding of and sharing of "best practices". More inter-visitation and demonstration lessons need to be scheduled with a clear focus and time for discussion.

Strengths:

- QR finding – Teachers and school leaders ensure that all students have access to rigorous academic tasks through regular common planning and weekly data meetings.
- QR finding – The school strategically aligns professional development, family outreach, and student learning experiences to ensure that student success is a collaborative effort.
- Planning sessions provide opportunities for teachers to make instructional changes to include multiple entry points for all learners.
- Teacher teams are programmed to meet weekly for collaborative planning.
- School culture has resulted in teachers meeting before and after school and during lunch to plan for "flexible grouping", "sharing best practices" , "evaluating student work", and improving "teacher practices" and "student outcomes".
- All teachers' ideas are valued and respected. The school's culture supports "lifelong learning" and ""sharing of best practices" and these are evident in all professional learning sessions.

Needs:

- Administration employs the "I do", "We do", "You do", model to assist staff in the understanding of how to transition from a "teacher-directed classroom" to a "student-centered classroom". More time is needed for the staff to "see good models of this" , "engage in discussions on this", "reflect on their own practices" and "implement the changes in their classrooms"

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, 100% of teachers will engage in professional development opportunities designed to improve teacher practice and student outcomes which will result in a 65% of "all students" and "students in bottom 1/3" achieving an adjusted growth percentile of 75 or higher on the 2015 ELA and Math tests.

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: - Research-based instructional programs, professional development, and/or systems and structures needed to impact change	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

- 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). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust			
Professional Development: • Teachers, teacher teams, teaching assistants, and administration meet weekly to "share best practices", "reflect on student work samples" and "how to improve student achievement". • Teachers are learning to transition from "teacher" to "facilitator" by "observing the administration" and "observing each other" in a supportive and focus-driven environment.	All staff	September, 2014 – June, 2015	Principal Assistant Principal Coach
Strategies/Programs to support "high need students": • Small group instruction is an integral part of every classroom lesson. • Sharing of best practices, looking at student work, and participating in the "Staff Blog/Discussion Board" provide additional strategies and supports for staff to utilize with individual learners/learning styles. • Supports/Materials/Technological devices are obtained to support the "visual", "auditory" and/or "tactile" learners. • Use of library media materials • Lexia Literacy Program • Achieve 3000 Program	All staff Special Education ESL Staff	September, 2014 – June, 2015	Principal Assistant Principal Coach
Parent Involvement and Engagement: • School Counselor meets with parents/guardians to provide strategies and resources to families to support their children's development. • School Counselor keeps parents/guardians abreast of children's achievements through extensive Monthly Newsletters, personalized communication and helpful workshops. • Parent Coordinator plans meetings focused on areas indicated in "Parent Survey" questionnaires.	All parents/guardians	September, 2014 – June 2015	Principal School Counselor Parent Coordinator
Trust: • School will continue to value, support, and recognize staff for their efforts, and build capacity in their acquisition of strategies and techniques to work with all learners in a "student-centered environment". • Parents/Guardians will continually receive Progress Reports and information on their child's progress.	All Staff All parents/guardians	September, 2014 – June, 2015	Principal Assistant Principal All Staff

Part 4 – Resources Needed

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

Principal, Assistant Principal, Coach, School Counselor, Parent Coordinator, Wilson Program, Lexia Program, Achieve 3000, Professional Development, Additional prep coverage, F-Status Staff

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.									
N/A									

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: - Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. - Specify a timeframe for mid-point progress monitoring activities.				
• By January 31,100% of teaching staff will have received at least one rating of "effective" or higher on Danielson component 4e (Growing and Developing Professionally) as evidenced in formal or informal observations. • September, 2014 – January 31, 2015				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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 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

- 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).
- 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.

Assessment:

- School needs to continue to assist staff in their development of differentiated practices to assist "all students, including SWD and ESL" in making adequate yearly progress.
- School needs to continue to collect and analyze samples of student work in ELA and in Mathematics to determine areas of weakness in instructional practices school-wide.
- Trends need to be identified and instructional practices need to be modified to address targeted areas.

Strengths:

- QR finding: "School leaders effectively use observation and reflection structures coupled with targeted supports for teacher development to promote professional growth and elevate instructional practices."
- QR finding: "Teachers described administration and instructional coach as "model instructional leaders who provide ongoing support in the classroom through hands-on coaching"."

Priority Needs:

- QR finding: "Ensure that all teachers understand how students learn best so that all learners are challenged to achieve at high levels."

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will receive "Well-Developed" on quality 4.1 (Teacher Observation, Feedback and Support) as measured by the Principal Performance Observation.

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: - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - 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). - Strategies to increase parent involvement and engagement	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

- Activities that address the Capacity Framework element of Trust			
• Ongoing and sustained professional development to assist teachers in understanding how students learn best and how to challenge students at all levels. • Ongoing professional learning experiences provided by administration and coach to provide staff with concrete examples of how to engage students and "facilitate" learning.	All staff	September, 2014 – June, 2015	Principal Assistant Principal Coach
Strategies: - Special needs and ESL staff meet weekly with Assistant Principal and Coach to view student work and determine "next steps" in instruction. - Push-in special education and ESL supports are provided to students in their classrooms.	Special Education and ESL staff	September, 2014 – June, 2015	Assistant Principal Coach
Parent Involvement and Engagement: - Parents/Guardians `are provided with hands-on workshops by the Coach to inform them of the curriculum, the standards, their child's IEP and supports that they may provide to increase their child's academic achievement. - School Counselor works closely with the students and their families ensuring that parents/guardians are keep abreast of their child's progress in meeting their goals. - Parent Coordinator keeps parents/guardians informed of school events, important information, and class websites.	Parents/Guardians	September, 2014 – June, 2015	Principal Coach School Counselor Parent Coordinator
Trust: - School will continue to include parents/guardians in school events, keep them apprised of their children's progress, and invite them to share information/their talents with us and the school community.	Parents/Guardians	September, 2014 – June, 2015	Principal Assistant Principal Coach Staff School Counselor Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principal, Coach, School Counselor, Teaching Staff, Parent Coordinator

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.									
N/A									

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: - Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. - Specify a timeframe for mid-point progress monitoring activities.				
• By January 31, 2015 school will conduct an internal assessment by examining "Next Steps" to determine if teachers have: - Made children accountable for their own learning - Integrated other content areas into their lessons - Carefully and extensively planned and prepared for each lesson - Selected a "rationale" for the lesson - Began with "the end in mind" - Ensured that lessons are "student-directed" with students doing "most of the talking/questioning" • September, 2014 – January 31, 2015				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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 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

- 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).
- 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.

Assessment:

- School has strong ties with the Jewish Community Center, Staten Island Mental Health, and with the local leaders in the community.
- School utilizes the "Staten Island Mental Health Reading Volunteer Program" and has several parent/guardian/community volunteers working one-to-one with many students.

Strengths:

- NYC School Survey Report Findings:
- 98% of parents/guardians feel welcome at the school
- 100% of parents/guardians feel that the school communicates in a language that they can understand.
- 95% of parents/guardians feel that the school is responsive to parent feedback.
- QR Findings:
- Parents/Guardians indicated that administrators and teachers are approachable and that they are kept abreast of their children's progress and achievements.
- Parents/Guardians expressed that "The administration and the school counselor knows every child individually," and that the school "will do anything for their children".
- School Activities:
- Invite and celebrate parents/guardians at our "Monthly Assemblies".
- Invite parents/guardians to various "classroom celebrations", to "visit classrooms to observe instructional practices in all content areas" and to "attend multiple workshops" that are given based on responses given from "Parent Surveys".

Needs:

- Only 89% of the parents/guardians with children who have an IEP are satisfied with the educational planning and IEP development process at the school. (NYC School Survey findings)
- School needs to work more closely to assist parents/guardians with the IEP process and ways in which the school works to achieve the IEP goals. (NYC School Survey findings)

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, the Assistant Principal, Special Needs Coach, School Counselor, and Service Providers will hold monthly meetings to address all of the components of the IEP and to collaboratively work on understanding and creating the goals for their children with an emphasis on understanding and achieving the Common Core State Standards.

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: - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - 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). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Professional development will be given to parents/guardians of students with IEP's to enable them to: - Comprehend the components of the IEP - Contribute to the goals - Understand the various services and resources that are available - Understand the standards and how to work with their children to achieve the standards	Parents/Guardians of students with an IEP	October, 2014 – June, 2015	Assistant Principal Coach School Counselor Classroom teachers Related Service Providers
Strategies: - Special needs students are provided with multiple supports including: one-on-one tutoring during the school day, multi-sensory devices and equipment, push-in related services, and academic intervention.	Special needs students	September, 2014 – June, 2015	Coach Classroom teachers Related Service Providers
Increase parent involvement/engagement: - Smaller group meetings to address their child's individual needs - One-on-one assistance to help them understand how to help their child.	Parents/Guardians of students with an IEP	October, 2014 – June, 2015	Assistant Principal Coach School Counselor Classroom teachers Related Service Providers
Trust: - Keep parents/guardians informed of their child's progress toward meeting their IEP goals and "next steps".	Parents/Guardians of students with an IEP	September, 2014 – June, 2015	Assistant Principal Classroom teachers Related Service Providers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Assistant Principal, Coach, School Counselor, Service Providers, including classroom teachers

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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: - Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. - Specify a timeframe for mid-point progress monitoring activities.				
- By January 31, 2015 4 meetings will have been held to address the formation and components of the IEP, the rationale for the IEP goals, and strategies to assist in helping their children meet these rigorous goals. - September, 2014 – January, 2015				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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)	Standardized Test data Benchmark Assessments Classroom assessments F&P data (Reading and Writing) Writing pieces – published and non-published Conference notes Teacher observation	*Lexia* Program *Sonday* Program *Fundations* *Fundations RTI* *Wilson* Program *Achieve 3000* *Great Leaps* *Being a Writer* *New Heights* *Interactive SMART Board Activities/Games*	One-to-one Small group	During the school day After school
Mathematics	Standardized Test data Classroom assessments Benchmark Assessments Conference notes Teacher observation	*Math Solutions'* strategies *Great Leaps* *Everyday Math* games *Moving With Math* *Interactive SMART Board Activities/Games*	Small group	During the school day After-school
Science	Standardized Test data Classroom assessments Benchmark Assessments Conference notes Teacher observation	*Harcourt Science (not used in classroom instruction)*	Tutoring	During the school day
Social Studies	Classroom assessments Conference notes Teacher observation Writing pieces	*Harcourt Social Studies (not used in classroom instruction)*	Tutoring	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teacher referral Parent referral PPT recommendation SIT recommendation	Full-time school counselor *Resiliency Program*	One-to-one Small group	Before school During the school day After-school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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.
All teachers are placed in their designated licensure area/grade. Professional Development is differentiated and ongoing to support teachers in their acquisition of "best practices" in line with Danielson Domains 3 & 4.

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).
All staff receives ongoing, sustained professional development in: - Designing lessons that promote student thinking, discussion, and engagement - Looking at student work to determine proficiency levels with a "normed rubric" - Planning "next steps" for: teacher practice, student achievement - Sharing of "best practices" - CLOSE Reading - Hands-on Mathematics

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
In order to facilitate a smooth transition from Early Childhood programs, our staff meets with the directors of the Early Childhood program sites in our community to review the curricular and pedagogical strategies that are implemented in our PK and Kindergarten programs. Our School Counselor, selected staff, and Parent Coordinator and other staff attend workshops and information sessions at the Early Childhood Centers in an effort to ensure curriculum alignment.

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.
Weekly data meetings are used to conduct professional development as well as to identify students who are struggling and research strategies, materials and programs that will best meet every child's needs. Teachers and administrators select and review assessments and determine which best meets the needs of every student in their class.

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 codes[1]. 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 consolidated[2]. **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 FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	130,588		
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	1,856,237		

[1]**Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 the school community;

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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	369	Total number of ELLs	7	ELLs as share of total student population (%)	1.90%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	**Newcomers (ELLs receiving service 0-3 years)**	6	**ELL Students with Disabilities**	5
SIFE	0	**ELLs receiving service 4-6 years**	1	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6		4	1		1				7

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	6	0	4	1	0	1	0	0	0	7
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2		1									6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	3	0	1	0	0	0	0	0	0	0	0	7

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)		1	1		1									3
Advanced (A)	1	1	2											4
Total	1	2	3	0	1	0	0	0	0	0	0	0	0	7

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	1				1
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

   Classroom teachers utilize DRA 2, running records, conference notes and informal observations to assess the early literacy skills of ELLs. The current reading level as indicated by DRA 2 assessment for each ELL student is as follows: (* indicates student is reading below grade level) These assessment tools will help to identify specific student needs and align instruction.

October 2013 DRA 2 Reading Levels
Kindergarten: 1 student
Pre A*

First Grade: 2 students total
D: 1 student
F: 1 student*

Second Grade: 3 students total
A: 1 student*
H: 1 student*
G: 1 student*

Fourth Grade: 1 student
K*

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. As of October 2013, the DRA 2 Reading Level data shows that 6 out of 7 ELLs are currently reading below grade level. The implication for this year's LAP is to utilize data from the DRA 2 assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs.
The Fall 2013 LAB R results shows that one incoming Kindergarten student is at the Advanced level and an incoming second grader scored at the Advanced Level .
The following is a data analysis on the proficiency of our ELLs as determined by the 2013 NYSESLAT. Data reports have been obtained from the RLAT functions on ATS. One Kindergarten student scored at the Advanced Level. Two First graders scored at the intermediate level. One first grader scored at the advanced level. One Third grader scored at the intermediate level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
N/A
4. For each program, answer the following:
   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?

4a. The patterns across proficiencies and grades show that there 60% of the students at the advanced level, 40% are at the intermediate level and there are none at the beginner level. .
Since PS 65 currently offers only an ESL program, there is no basis for comparison of NYSESLAT results to other ELL programs. Additionally, PS 65 did not enroll any ELLs in the testing grades during the 2012-2013 school year, and therefore we do not have any data on native language exams.

b; c.. During the 2012-2013 school year, PS 65 only had 2 students in the 3rd grade and therefore we did not administer the ELL Periodic Assessments (Grade 3-12). At the present time, PS 65 only has one ELL in Grade 4, of which scored at the Intermediate level on the 2013 NYSESLAT. As ELL enrollment in the upper elementary grades increases at PS 65 in the future, the school will administer the ELL Periodic Assessments. However, until such a time, ELLs in the upper elementary grades will continue to be assessed utilizing the NYSESLAT and formal classroom assessments such as DRA 2.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
5. Based on our data, we will pinpoint our individual ELLs academic needs and provide instruction in accordance to the RTI framework. We will provide rigorous and evidence based curriculum and English language development supports in the Tier I instructional model in both the regular classroom and the ESL program. If we see some students struggling, we will provide them with

Tier II instructional supports such as , extra attention and more diffentiated activities to help and guide them so thate they can get the most support in their academic studies. If a student still needs additional support after the Tier I and Tier II instructuional supports have been implemented those students will be targeted as receiving Tier III insructional supports, which include intensive and individualalized instruction (small group or 1:1 support).

6. How do you make sure that a child's second language development is considered in instructional decisions?
   6. We will make sure that a child's second language development is considered in instructional decisions. For example: having billingual dictionaries and glossaries available for them. Also, by incorporating the "buddy system", which is having an ELL student pair up with another student who speaks the same native language so that he or she can explain directions and other classroom activities in their own native language to the ELL student.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

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

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
   1. At registration, parents are administered the HLIS in the parent's language of choice. The Home Language Identification Survey (HLIS) is completed only once by the student's parent/guardian when the student is first enrolled in the New York City public school system. On the HLIS form, parent(s)/guardian(s) answer questions about which language(s) the student speaks, reads, writes and understands in order to determine a child's LAB R eligibility. The HLIS form in English and additional languages can be downloaded from the NYC DOE website: http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm. The ESL teacher also maintains a binder of the HLIS in English and all other available translated versions. These resources are utilized whenever a child is first enrolled in the NYC public school system.

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

   Once the HLIS is completed and the interviews have been conducted, the ESL Teacher reviews the HLIS and records the appropriate OTELE code on the HLIS document and signs and dates the HLIS. In addition to what has been revealed about the child's home

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

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

If a child scores at the beginning/intermediate or advanced level and the child's home language is Spanish, the child is administered the Spanish LAB R to determine the student's proficiency in Spanish. This exam is also administered within the first ten days of enrollment.
Copies of all English and Spanish LAB R answer documents are maintained in the ESL Compliance binder. All English and Spanish LAB R answer documents are delivered to the ISC by the date and time on which they are due according the current DOE testing calendar.
On the first day of the school year each September, the ESL teacher obtains the RNMR and RLAT reports from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Overall NYSESLAT proficiency results are examined and a modality analysis is conducted in order to identify the language areas in need of improvement. Based on this information, a schedule is created to ensure that all students are in compliance with the NYS CR Part 154 mandated number of units of support. Services are provided through a combination Push In/Pull Out model of ESL.
Current ELLs are those students who have been previously enrolled in the NYC school system, identified as an ELL through the process described above, serviced in an ELL program, and have already been administered the LAB R (as a new admit) and the NYSESLAT (during the first spring after initial enrollment and placement in an ELL program). During September and October, depending upon when the NYSESLAT scores have been posted on ATS, the ESL Teacher obtains ATS reports that provide information on each student's eligibility and exam history. The RLER report is utilized to determine which students are eligible to take the LAB R. The RLAT report provides a NYSESLAT exam history of all ELLs administered the NYSESLAT the previous spring. The RNMR report provides a NYSESLAT combined modality analysis, which is utilized to evaluate the progress made in the four modalities and areas of greatest/least English proficiency for scheduling and instructional purposes. The REXH report provides an exam history of all students in the school, including the NYSESLAT scores of students who have tested at the beginning, intermediate, advanced, or proficient level as determined by the NYSESLAT score achieved by the student during the previous spring. Students whose most recent LAB R or NYSESLAT score is at the beginning (B), intermediate (I), or advanced (A) level are eligible for continued ELL services and are eligible to be administered the upcoming NYSESLAT. Students whose most recent NYSESLAT score is proficient (P) are no longer eligible to receive ELL services and are no longer mandated to be administered the NYSESLAT. The NYC DOE-issued scale score conversion charts are utilized to confirm the final decision about a student's proficiency level.

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

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

The ESL teacher obtains a current DOE Testing Calendar once it is posted online. The ESL teacher drafts a NYSESLAT testing schedule for the school, which is then given to the principal for her approval. Once the principal approves a testing schedule, the ESL teacher informs the classroom teachers of ELLs of the NYSESLAT testing dates. Parents are given the testing dates at the November and March Parent Teacher conferences, and are reminded again both orally and in writing one month and one week prior to testing. The principal ensures that no school trips or fire drills are scheduled for those dates. The ESL teacher reserves a vacant classroom in which to conduct testing on those dates. The ESL teacher is responsible for placing the order for and returning used NYSESLAT testing materials, as well as submitting answer documents to the Integrated Service Center.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the LAB R, the parent receives the Entitlement Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation for Newly Enrolled ELLs. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parent's language of choice or through the use of the DOE Over-the-Phone Interpretation Service. This cycle is ongoing throughout the school year as new students who are eligible for English Language Learner services are admitted.

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

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

Further questions and concerns are addressed by the ESL teacher and Parent Coordinator. Staff that are fluent in the home languages of the parents are present to interpret if necessary, or the DOE Over-the-Phone Interpretation Service will be utilized. Once a parent's questions and concerns have been addressed, the parent completes and signs the Survey and Program Selection Form, indicating their first, second, and third ELL program choices for their child.

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

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

ELPC function on ATS.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

As stated above (in response to question #2), parents are encouraged to indicate their first, second, and third programs of choice, even if the program is not currently offered at PS 65. Parents who indicate that TBE or DL are their first ELL program choice are provided a transfer option if their first program of choice is not currently offered at PS 65, with the understanding that the parents would be notified when a TBE and/or DL class will be opened based upon sufficient requests and that the family would be provided the option to transfer their child back to PS 65 and into the TBE or DL program should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 65 with the understanding that the child will be placed in the ESL program, until such time that sufficient numbers to sustain a TBE or DL program have been attained. At such a time, parents may accept or decline the option to have their child remain in ESL services or enter the TBE or DL program.

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

5. Each year, the ESL teacher will run the RLER report on ATS to acquire all the names of students who are elgible to take the NYSESLAT. She wll also make sure that any new ELL students who have taken the LAB-R and are eligible to receive ESL services are also included as being eligible to take the NYSESLAT. When it is time to administer the sections of the NYSESLAT, the ESL teacher

will follow the time frames (dates) given by the Dept. of Education as to when to administer each section: Speaking, Listening, Reading and Writing. She will administer the NYSESLAT in a separate classroom away from any extraneous noise and will hang up a testing sign to ensure that all staff and students are aware that a test is being administered. She will also make sure all of the ELL students are administered each section of the NYSESLAT and all guidelines are followed for each section.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Program Choices, 2010-2013

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

Based upon these numbers, our current ELL program is aligned with parent choice.
The ESL Teacher continues to utilize Appendix K in order to maintain a record of each parent's first, second, and third ELL program choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first program choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Additionally, to build alignment between parent choice and program offerings, administration may budget for a TBE and/or DL program in the future and encourage teachers to obtain bilingual extensions.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1. Our ELLs are serviced through a combination of Pull Out and Push In services for a total number of 8 units of service per week. Please see Appendix 2: Program Delivery for English Language Learners (ELLs) for sample student schedules.

a) Our students are serviced through a combination of Pull Out and Push In services. The ESL teacher collaborates with the classroom teacher in order to plan and implement instruction during scheduled Push In periods. For Pull Out services, students are grouped heterogenously within a three grade span. Since the ESL Teacher is itinerant, our organizational model must rely on Pull Out services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support.

In order to move towards an organizational model more reliant upon Push In for the 2013-2014 school year, administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teacher is able to service students through Push In services as much as possible. However, since the ESL Teacher is itinerant, our organizational model must rely somewhat upon Pull Out services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support. The administration plans to continue to structure future class lists so that all the ELLs on a grade are placed in the same classroom, to the fullest extent possible, in order to ensure that the majority of ELL students can be serviced through a Push In model.

b) Students are grouped heterogenously within a three grade span for Pull Out services. For Push In services, students of mixed proficiency levels are serviced by grade.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. Most students are serviced through a Pull-Out model. The remaining minutes for students who are mandated to receive 360 minutes of services per week are grouped heterogenously within a three grade span for ESL Pull Out classes.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
5. All of the Ells will take the NYSESLAT in the spring . This will assess what level each has achieved in each of the the four modalities: reading, writing, listening and speaking.

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

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

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

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

c) For students who have been receiving services for 4 to 6 years, teachers will support student reading skills through differentiated instruction designed to enable each student to achieve individual goals realted to academics, language, and other special

needs. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sonday, Raz Kids, Aha! Math, or and/or Earobics), participation in related service(s), inclusion in the Extended Day program, parent support workshops or other available support services.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. The AIS teacher provides targeted intervention services in ELA and math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sonday, Spector Phonics, and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such interactive software programs utilized in the AIS program include Raz Kids, Aha! Math, Earobics, and LEXIA. Additional intervention services available include one-to-one tutoring through the Reading Volunteer Program and inclusion in the Extended Day program. Parent support workshops are also offered periodically. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, SIFE students, LTEs, and ELLs with special needs will be recommended based upon individual needs.

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

Our current ESL program meets the need of our ELL population in both content and language development. We can see the effectiveness through the NYSESLAT results. Every year the results show that many of our ELLs move up a level or become proficient, this proves that they are progressing in the laguage development. Also, the ESL teacher ensures the ELLs are receiving content development becasuse she frequently confers with ELLs' regular classroom teachers and makes sure the ELL lessons support the content they are currently learning in their respective grades/classrooms.

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

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

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

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

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

13. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, including Extended Day, Reading Volunteer Program, and AIS programs. All school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families. Additionally, such information is posted in the native languages of our families on the school website. These measures ensure that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff. Since PS 65 enrolled fewer that 30 ELLS during the previous school year, PS 65 was not granted funds to operate a Title III program this school year. Therefore, the only after school and supplemental services available to ELLs are those described above, which are open to all PS 65 students regardless of ELL status.

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

14. The current instructional program includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, realia, pictures, music and movement and employs a broad range of literacy strategies to support the ELL student. In addition, resources that align with Fundations and Harcourt Math are utilized to reinforce what the children are learning in class. Spector Phonics, Sonday, and interactive software such as LEXIA, Earobics, Raz Kids, and Aha! Math are utilized to support the academic progress and achievement of ELLs. ELLs also have access to a variety of language learning software such as Kidspiration, a literacy and numeracy software designed for English Language Learners, all of which is compatible with Smartboard technology.

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

15. Books, dictionaries, and materials in the students' native languages are utilized in the ESL classroom to provide the 25% of Native Language Support that is mandated to be integrated into the ESL program. Additionally, whenever possible, newcomers are assigned a "buddy" who is fluent in the newcomer's home language and English to assist the newcomer as he or she adjusts to

the new school setting. Multicultural studies are also integrated into the ESL curriculum.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    16. Required services support and resources correspond to ELLs' age and grade levels by having the teachers who provide academic intervention services to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    17. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as inclusion in parent workshops, school tour, program review, and access to supplemental materials in English and/or the native language appropriate for the child are made available. Oral and written communication will be provided in the parent's language of choice.

18. What language electives are offered to ELLs?
    There are no language electives offered to students at PS 65 at this time.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

C. Professional Development and Support for School Staff

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

1. PS 65 provides Professional Development and support for all school staff. Professional development for all personnel working with ELLs (including the ESL Teacher, General Education teachers, Special Education teachers, cluster teachers, AIS teachers, coach, paraprofessionals, guidance counselor, psychologist, occupational/physical therapists, speech therapists, secretaries, parent coordinator, and adminstrators) will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops.

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

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

4. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training (10 hour requirement for Special Education teachers) through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC. The school will maintain a record of each staff member's attendance at such workshops.

D. Parental Involvement

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

1. Mrs. Norma Santaliz is our Parent Coordinator . Mrs. Santaliz is a fluent speaker of Spanish and is always available to provide translation and interpretation services when necessary. Additionally, Ms. Santaliz works closely with the ESL teacher to reach out to our ELL families and encourage parental involvement. PS 65 distributes all school bulletins, notices, and permission forms in both English and the native languages of our families. Additionally, information on the school website is posted in the native languages of our families. Staff fluent in the native languages other than Spanish of our families are available to interpret when necessary. These measures ensure that the parents of ELLs will be kept abreast of all activities in which parental involvement is encouraged. Such activities include, but are not limited to, the following: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities (ex: classroom publishing parties).

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

The Parent Coordinator translates written school bulletins, notices and forms into Spanish. English/Spanish bulletins, notices and forms are routinely distributed. In addition, the Parent Coordinator updates the school website with important information in Spanish.

The Parent Coordinator provides oral interpretation services in Spanish. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov.

Several times each year, the ESL Teacher and Parent Coordinator conduct workshops and meetings for the parents of ELLs and former ELLs, with the assistance of staff who are fluent in the parents' languages of choice or the DOE's Over-the-Phone Interpretation Services if necessary. These sessions include, but are not limited to, the following: Parent Orientation of Newly Enrolled ELLs, Fall Workshop on ESL Program Expectations, Spring Workshop on Strategiyes for Preparing Students for the NYSESLAT, and June Workshop on Strategies for Assisting ELLs in Maintaining Progress Throughout the Summer. In previous years, Adult ESL workshop series on Family Literacy and We Are New York (from New York City Mayor's Office Of Adult Education) have been presented. The Adult ESL workshops are open to all parents and relatives who are seeking to improve their English skills. Mrs. Santaliz intends to continue offering Adult ESL workshops during the 2013-2014 school year. Other worshops offered to parents include: "Family Math Game Night", in this workshop parents and children get to reinforce math skills and problem solving strategies by playing math games. Parents are also allowed to take home math kits to continue to be involved with their children's math skills development. There are also parent workshops during PTA meetings given by teachers. Topics include: vocabulary development, test preparation, using the word wall, sight words, text complexity, etc.

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sophie Scamardella	Principal		11/1/13
Carolyn Reilly	Assistant Principal		11/1/13
Norma Santaliz	Parent Coordinator		11/1/13
Caroline Coraci	ESL Teacher		11/1/13
	Parent		
Patricia Brady 4th grade	Teacher/Subject Area		11/1/13
Keri Kielty K/1 Special Ed.	Teacher/Subject Area		11/1/13
n/a	Coach		
n/a	Coach		
Liz Rodriguez	Guidance Counselor		11/1/13
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network: CFN 409**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. The ESL teacher and Parent Coordinator, who is fluent in Spanish, are present to explain the purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ESL teacher throughout the school year. Primary language information is shared with the administration, Pupil Accounting secretary, and Parent Coordinator. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher and Parent Coordinator work together to provide translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings. Learning Environment surveys in various languages other than English are made available to parents and guardians. In addition, the ESL Teacher evaluates the needs and interests of ELL families through the use of surveys to obtain feedback from the parents on resources and services offered.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We currently have 25 families that require Spanish translation and interpretation services, two families that require Chinese translation and interpretation, and one family that requires translation and interpretation services in Arabic.

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

The Parent Coordinator translates written school bulletins, notices and forms into Spanish. English/Spanish bulletins, notices and forms are routinely distributed. In addition, the Parent Coordinator updates the school website with important information in Spanish. Parent volunteers who can translate written school information into Arabic are actively being sought.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The Parent Coordinator provides oral interpretation services in Spanish. Parent volunteers who are fluent in Arabic and willing to provide oral interpretation services during Parent Teacher conferences and other school events are actively being sought. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, each parent/guardian who is in need of language assistance will receive a copy of the DOE's Bill of Parent's Rights and Responsibilities in the primary language, including information regarding the parental right to translation and interpretation services. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier.