



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

DBN: (i.e. 01M001):

07X065

School Name:

MOTHER HALE ACADEMY / PUBLIC SCHOOL 65

Principal:

MS. JASMINE L. GONZALEZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PK - 5 School Number (DBN): 07X065
School Type: Elementary Grades Served: PK- 5
School Address: 677 East 141st Street Bronx, New York 10454
Phone Number: 718-292-4628 Fax: 718-292-4695
School Contact Person: Ms. Jasmine L. Gonzalez Email Address: JGonzalez@schools.nyv.gov
Principal: Ms. Jasmine L. Gonzalez
UFT Chapter Leader: Ms. Kim Ray
Parents' Association President: Ms. Wanda Balines
SLT Chairperson: Ms. Jasmine L. Gonzalez
Student Representative(s): n/a

District Information

District: #7 Superintendent: Ms. Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Avenue Bronx, New York 10451
Superintendent's Email Address: YTorres5@schools.nyc.gov
Phone Number: 718-742-6595 Fax: 718-742-6500

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Ms. Despina Zaharakis
Network Number: 203 Network Leader: Mr. Gabriel Feldberg

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)
Ms. Jasmine L. Gonzalez	*Principal or Designee	
Ms. Kim Ray	*UFT Chapter Leader or Designee	
Ms. Wanda Balines	*PA/PTA President or Designated Co-President	
Ms. Joanna Cintron	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mr. Jeff Adler	Member/ Teacher	
Mr. Adriatik Sefa	Member/ Teacher	
Mr. Femi Guri	Member/ Teacher	
Mr. Carmen Marcano	Member/ Parent	
Mr. Faviola Peralta	Member/ Parent	
Mr. Robert Favis	Member/ Parent	
Mr. Alex Rosado	Member/ Parent	
Ms. Carol Taylor-Doss	Member/ Parent	
	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

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/MHA Vision and Mission Statements

Vision

The purpose of Mother Hale Academy /P.S. 65 school community is to make all learners academically prepared, curious, thoughtful of others, respectful and capable of using their learning to succeed in life and be positive contributors to society and family.

We continue to believe that every member of our school community can learn at higher levels if they are held to higher standards. Our aspiring college-ready students will have long-term goals; express the desire to share and assist others; have high self-esteem; develop the ability to look at situations and apply the best known measures towards solutions for self and community.

Mission

Our efforts are focused on ensuring that every child who is educated in our standards driven instructional setting, where data support the course of action(s) to be taken, will be able to demonstrate what has been learned; especially beyond the classroom setting. We intend to educate parents and share methodology so that they may unite with us to strengthen the teaching/learning relationship. Teachers will continue to receive professional development that will enable them to deliver quality/explicit instruction; thus enabling our entire school community to be true life-long learners.

In these we believe:

Success- All students, staff and parents can be lifelong learners.

Excellence- Our goal is to be the best we can be and achieve our full potential by fostering high expectations for our students, our parents and ourselves.

Service- Our whole community is our customer. Getting along with people is the single most important talent we bring to our profession.

Empowerment- We believe in empowering people and fostering opportunities for growth in students, parents and staff.

Culture- The culture of our organization is important and must be nurtured and celebrated in order to be a healthy, happy and productive place to learn.

Teamwork- Teaching and learning cannot be done in isolation. We are each other's greatest strength and we are all accountable for our outcomes. Open communication, caring, listening, congeniality and professionalism are essential to the success of our school.

Evaluation- Effective evaluation and the proper use of results can enable us to reallocate limited resources to accomplish desired goals. Evaluation should drive instruction to meet individual student needs and maximize mastery learning.

The Future- We have a positive view of the future and believe we can create such a future. It is our job to model this belief for our students, our community and ourselves.

What Makes Us Special:

Monthly celebrations allow us to find multiple ways to acknowledge our students and staff. During our **PBIS celebrations**, we acknowledge the exemplary behaviors of our students that promote ideal learning conditions and exhibit school wide expectations. Our **Monthly Attendance celebrations**, gives tribute to students and staff members that come to school every day. We endeavor to acknowledge our father-like figures through the **Daddy- Walk Your Child to School Day**, where fathers, grandfathers, uncles..., who take the time to bring their children to school each day and functions such as **Daddy & Me Dance** which our significant male family members can spend quality time with their child(ren) in meaningful, learning activities. We will continue the **Spaghetti and a Movie night**, which affords parents an opportunity to learn how to incorporate reading strategies in movies and television in order to build language and critical thinking skills through questioning and conversations. We will be hosting monthly **Mommy & Me/ Daddy & Me Creativity Class** where parents and children made butter together and will be making clay next month.

We are proud of our **Girl Scouts** who were chosen to represent and welcome the 27th Annual Women of Distinction in our country on October 29, 2014. The **Girl Scouts** build girls of courage, confidence, and character who make the world a better place and serve as a reminder our call to community service.

In recognizing that 42% of our students living in shelters and/or double occupancy homes, we have **Three Physical Education Teachers** which afford our students with opportunities in movement and play and with team sport activities each week. They also teach children and families how to exercise in small confined areas.

Administration meets with a **Parent Advisory Panel** the first Monday of every month to share with parents the daily operations of school from drills to bulletin boards to classroom environments. The meetings also allow parents to share their own perspectives. Jointly, we problem solve together and the parents become our public relations liaison with the greater community.

We will continue to have our annual **Science Fair** which celebrates our young scientists throughout the grades. **Bronx Ensemble** allows students to showcase their many talents and leave a mark in the school community. **Reader's Café** will culminate with a theatrical production of a play which students will write and produce. **Student Council** gives voice to our students to make decisions in school and take ownership of their education and school. We are starting a **Spotlight on Best Practices** bulletin board which captures teacher's implementation of best practices, to promote collegial support systems. Our **Music & Dance programs** incorporate seasonal performances which afford students a platform for creative expression through the arts. Our **Sports Programs** includes a variety of sports for all students such as **Basketball, Boxing, Soccer, and Volleyball**. Also added this year, is our **Crochet** afterschool class for young boys and girls who desire to create hats, scarves, and blankets. Our **Chess** afterschool program helps build strategic planning while the students enjoy calculating 3 steps ahead before making their move. Our Literacy Coach has started an **Arts** program during the lunch periods to support creativity through literacy.

We have a partnership with the **Office of Teacher Recruitment & Quality**, Teacher Staffing Support Manager, Donald Garner, who works closely with the Principal to ensure highly qualified teachers are hired and retained at our school. Included in our ventures, are **Career Days at PS 65**. We have a partnership with **Carney High School Students & Faculty in Vancouver Canada**, who annually meet with our students to share high school and college experiences with our students. The relationships continue yearlong as they form lasting relationship with our students and write to each other frequently.

Rooted in our beliefs is that developing the whole child requires multiple avenues for student self-expression. We endeavor to provide many opportunities for students to explore and reach their full potential.

Our school has the highest economic need index of 1.17 in our nation. We have one of the highest populations with social emotional needs' in the district which requires ongoing professional development for our entire staff to meet our students' emotional needs. To address this issue, we have hired a **Humanities teacher**, who works closely with students who we flagged as persistently exhibiting inappropriate behaviors and who were in need of additional systems and supports in order to make better choices.

We have added to our staff a **PK- 2 Literacy Teacher** who works with our students in early language acquisition through play, reading and acting.

We share the building with a charter school and unfortunately lost our art room. Our shared spaces create cramped and overcrowded situation which mirror the living conditions of 42% of our student population living in temporary housing or double occupancy homes. To help combat the lack of movement in the homes, we have **Three Physical Education Teachers** which afford our students movement, play and team sports each week. They also teach children and families how to exercise and small space areas.

We have a **Mentoring Program** for all newly hired teachers.

Our **SLT Members** are knowledgeable and active in all school assessments and needs. We conduct building walkthroughs with the focus improving systems to enhance the school experiences for our children.

OUR AREAS OF FOCUS:

Using the Danielson Framework, our school goal is to develop effective practices that will meet students' learning needs

- The intended outcomes for these goals are to capitalize on teacher strengths, use the internal and external resources of our building for the purpose of narrowing the achievement gap
- To incorporate the (ARIS) learning modules to meet the diversified needs of our staff; to give timely actionable feedback to our teachers; to sustain systems that allow for teacher teams to meet regularly with coaches and to ensure opportunities for classroom inter-visitations
- The school community will examine the results of formal and informal assessments to form intentional small groups and to drive instruction that will meet the needs of those students (ELLs & SWDs)
- The impact of this work to date has increased teacher's awareness /effectiveness in establishing intentional student groups with the purpose of designing appropriate challenging tasks for all learners

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.

While our 2013-2014 QR results show that our use of technology is enhancing student learning, and our use of student “Turn & Talk” is an effective means of allowing children to share their perspectives on specific topics and to collaborate to problem solve and discuss ideas with their peers is evident in several classrooms, it is not consistently evident from classroom to classroom thus hindering all students the opportunity to develop the critical thinking skills needed to produce high quality work products.

Also, while some teaching strategies are aligned between the curricula, the beliefs on how students learn and the Danielson Framework are in place in several classrooms, there is a lack of consistent evidence on how this shared understanding impacts student learning. For these reasons, the following has been implemented to support all students:

At PS 65x, we:

- Implement the curricula that are aligned to the CCLS and integrate the instructional shifts which afford teachers the opportunity to deepen their understanding and improve their practice. Teacher team meetings provide a forum for teachers to look at student work and notice trends across the grades. The dialog occurring in our teacher team meetings during and after school allow for conversations that share school-wide strengths and needs. The baseline materials provide teachers with an initial snapshot of students’ needs, as they plan together and de-construct lessons, resulting in a shift in their instructional approach and teaching practice. As teachers refine their lessons to provide instructional access to students, they make thoughtful decisions to ensure that the grade-wide delivery of instruction leads to coherent and cohesive teaching and learning, grounded in curricula that reflect applicable standards for all content areas.
- The intended outcomes of these meetings are to refine the academic tasks in our curricula that will allow an entry point for all learners and creates an all-inclusive culture for learning. Teachers and coaches engage in joint planning, as they use student work and data to refine their lessons, in order to meet the diverse needs of students. As teachers look at student work, they make low-inference observations to identify the common threads in grade-wide strengths and areas in need of focus. In addition, at grade meetings they engage in discussions around their scoring practices, citing evidence from student work in order to proceed with agreed-upon next steps for student progress. Teachers leave these meetings with specific strategies for immediate implementation, resulting in consistent delivery of instruction from classroom to classroom.
- Utilizing the Danielson Framework, evidence collected from classroom walkthroughs will result in the design of differentiated professional development that will support increased rigor in instructional practice primarily in Domains 3B & 3D with higher order thinking questions and tasks, and monitoring for assessing next steps.
- Implementing a schoolwide RtI instructional period which affords teachers to meet students at their level and provide targeted support via small group instruction for our ELLs and SWDs. This includes developing “Participation Protocols” for the purpose of gathering and monitoring student progress during whole class conversations throughout the year.
- The End of Unit Progress report of all students will offer a clear portrait of student mastery to provide

actionable and meaningful feedback to students, teachers and parents.

- As a result of ongoing collaboration, data analysis, and prescribed actionable next steps, instructional decisions have been tailored to better meet the needs of our diverse learners; meeting weekly as an inquiry team to monitor and refine our theory of action to improve teaching and student learning.

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.

Goal 1: By June 2015, students in Grades 4 and 5 will perform at or above the average range for peers in their grade level in mathematical communication and reasoning skills, as indicated in the Common Core Learning Standards, and measured by student performance on Go Math and state assessments.

Goal 2: By June 2015, 60% of students with disabilities in grades 3 through 5 will increase their proficiency in reading by at least 2 reading levels as evidenced by Fountas and Pinnell assessments through DRA2. The assessment will be administered a minimum of three times throughout the school year

Goal 3: As part of on-going efforts to engage families, by June 2015, 70% of our parents will attend and participate in monthly literacy and mathematics workshops designed to help them learn and understand the academic, social and emotional expectations for their children in school, as measured by attendance sheets and parent feedback.

Goal 4: By June 2015, the goal is that students in Grades 4-5 will fall within or exceed the average range of their peers in responding to literature by recognizing, interpreting and making connections to the text.

In addition to our CEP goals, we feel that the following prioritized goals will support our instructional focus:

Goal 1: Improve the Quality of Small Group Instruction

- Through the use of formal and informal data, students will be placed in small groups to meet their individual needs
- RtI tiered support & Grab n Go bags in Go Math
- RtI Ready Gen- Guided Reading
- Multi-level questions will be used to engage all students in learning
- DOK questioning and challenging tasks will be assigned to push student thinking in their groups
- Additional resources, support will be given to each group based on their needs
- Teacher will confer with students in each group to monitor progress, next steps and needs of the group and know when group members may need to be changed
- Through ongoing inquiry, coaches will support teachers teams with intentional grouping
- We will track the progress of our small groups by student progress
- The impact to date is evident by the formation of small groups in the classroom working on differentiated challenging tasks to meet their needs

Goal 2: Building Academic Language

- To increase student language skills so that knowledge is transferrable to their writing
- To create the classroom environment where the sharing of thoughts and ideas is supported by evidence from text, other texts, personal experience, analogies, etc.
- Professional Development is offered through the reading of Building Academic Language:

setting up participation protocols, teaching and building the attitudes necessary for academic language; teaching students how to create, clarify and negotiate ideas

- The impact to date is evident by the increase of parent participation and their enthusiasm for future learning opportunities and materials provided by the school

Goal 3: Parent/Family Involvement

- Through parent involvement, our goal is to build a lasting, cohesive understanding of best practices. We endeavor to greatly involve and educate our parents.
- The intended outcome is to increase parental involvement and empower families by building skills that will allow them to support their learners at home
- Actionable steps taken are the provision of Monthly Parent Meetings and Monthly Parent Workshops in Literacy and Mathematics (provided in English and Spanish). Handouts in Literacy and Mathematics, as well as manipulatives are provided to encourage at home practice with the children; parent technology workshops –ARIS Parent Link
- The data, attendance and reflection sheets, will be collected and examined to track parent needs and interests
- The impact to date is evident by the increase of parent participation and their enthusiasm for future learning opportunities and materials provided by the school

Goal 4: Attendance

- To improve attendance which will maximize student learning experiences
- The intended outcome is to improve student attendance and raise parental awareness of how absenteeism negatively impacts student learning
- Our proactive action plan is to strategically embed Spirit Days on documented low attendance days of the week; Afterschool Clubs & Sports; Monthly Attendance Assemblies; Recognition of Individual Achievements; Recognition of Excellent Classroom Attendance; Monthly Pictures on Attendance Bulletin Boards; our response to student absences and latenesses are daily phone calls and home visits
- The attendance data will be tracked to identify changes in student attendance
- The impact shows an increase of recipients earning attendance bands, certificates, classroom parties

Goal 5: P.B.I.S.

- Rigorous instruction, coupled with social emotional support will deepen our work in educating the whole child
- PBIS action plan incorporates Tier 1, 2, 3 school-wide system, professional development provided for all staff, creating classroom safe zones, interactive teacher workshops involving role play and professional learning groups, CICO
- To track our successes and next steps we will use the CICO individual student goal sheets, OORS and anecdotal forms
- The impact to date shows a decrease in disruptive behaviors from our CICO students, a decrease in the severity of occurrences, a decrease in the number of students leaving the classrooms
- The intended outcome is to minimize disruptions that interrupt instruction, support student self-regulation for the purpose of building rigorous work habits

These goals are with the intended outcome to improve the language acquisition of our students in writing and speech to enhance the quality of their writing which thus will be transferable and evident across the curricula.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Goal 1: Administrators will meet with other members of the Inquiry Team to plan for instructional goals in the area of mathematics for the upcoming school year. This will include:</p> <ol style="list-style-type: none"> 1. Scheduling professional periods & common preparation periods to facilitate planning for instruction, analyzing data and student work, etc. 2. Professional development workshops, activities, and study groups. 3. Purchasing of instructional supplies. 4. Selection of model classrooms that exhibit best practices in Mathematics. <p>Strategies to Increase Parental Involvement:</p> <ul style="list-style-type: none"> • Monthly parent meetings will be held to help support deeper parental understanding of grade level expectations • Tuesday Parent Engagement Sessions • Math workshops will be conducted in English and in Spanish • 100th Day of School Math Celebration • Annual Science Fair (infused with mathematics) • Math Jeopardy Competition • Math Spelling Bees <p>Handouts will be given to parents after each workshop in order to continue the work at home between child and parent</p>	<p>Grades 3-5</p>	<p>September, 2014 - June 2015</p>	<ol style="list-style-type: none"> 1- Classroom Teachers 2- Coaches 3- Administration
<p>Goal 2: By June 2015, 60 % of students with disabilities in grades 3 through 5 will increase their proficiency in reading as evidenced by an increase of at least 2 reading levels using the Fountas and Pinnell assessments. The assessment will be administered a minimum of three times throughout the school year.</p> <p>Strategies To Implement:</p> <ul style="list-style-type: none"> • Continue to develop and implement differentiated instructional practices to engage and motivate 	<p>Grades 3-5</p>	<p>September, 2014 - June 2015</p>	<ol style="list-style-type: none"> 1- Classroom Teachers 2- Coaches 3- Administration

<p>students using tasks designed to enhance academic rigor.</p> <ul style="list-style-type: none"> • Collect and analyze data to inform instructional practices to identify student strengths and needs to meet the challenges of standardized literacy programs. • Continue to develop and apply literacy strategies to improve reading comprehension, fluency, vocabulary and building academic language. • Continue to collect and apply data results to inform student progress towards IEP goals and align to Common Core Standards across content areas. • Continue within the ICT educator teams professional development sessions to increase instructional intensity for Students with Disabilities. • Reinforce and actively implement the school wide RTI approach as an intervention strategy. <p>Strategies to Increase Parental Involvement:</p> <ul style="list-style-type: none"> • providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; Use our Tuesday Parent Engagement Days for additional outreach • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • conduct monthly literacy workshop for parents in English and Spanish beginning September 2014 • educate parents on choosing “Just Right Books” • Field Trips to Local Library • Librarian Visits and Workshops to our School 			
<p>Goal 3: As part of on-going efforts to engage families, families will increasingly learn and understand the academic, social and emotional expectations of their children in school. By June 2015, an increase of 60% of our parents will attend and participate in monthly academic, social and emotional workshops.</p> <p>Strategies to Increase Parental Involvement: All workshops and handouts will be given in English and Spanish. Special efforts will be made to provide information in multiple languages such as French, African and Bengali to reach more parents in our community.</p> <ol style="list-style-type: none"> 1. Parents will understand and support the PBIS school-wide expectations 2. Parents will understand what academic language looks like and sounds like in a classroom. 3. Parents will receive professional development on how to help build academic language in order to build consistency between school and home. 4. Parents will understand student’s need to listen to 	<p>Grades 3-5</p>	<p>September, 2014 - June 2015</p>	<ol style="list-style-type: none"> 1- Classroom Teachers 2- Coaches 3- Administration

<p>their peers to add on, agree and /or disagree to the discussions in a math lesson and while expressing an opinion of a book.</p> <ol style="list-style-type: none"> 5. Parents will learn how they can improve the quality of their child’s academic communication by asking questions and expounding on each day’s math lesson. 6. Parents will understand that better speakers become better readers and writers throughout all content areas, especially in Mathematics. 7. Parents will learn differentiated levels of questions to ask their children and how to help them expound on the lessons learned in school. 8. Parents will support student academic vocabulary by posting key math words in the home for easy referral so that students use the language to express a multiple concept. 9. Parents will understand that writing and sharing is a part of daily mathematics instruction. 10. Parents must help students make the connection to the “why” of the mathematics. Why is this math necessary? How can I use this in my life? How do we use math at home? 11. Parents will attend interactive academic workshops with their child and submit evidence of the home extension activity at the following meeting. 			
<p>Goal 4: By June 2015, the expectations is that students in Grades 4-5 will remain or exceed at the range as their peers in responding to literature by recognizing, interpreting and making connections to the text.</p> <p>Strategies to Implement:</p> <ul style="list-style-type: none"> • Scheduling professional periods & common preparation periods to facilitate planning for instruction, analyzing data and student work, etc. • Professional development workshops, activities, and study groups based on student needs. • Purchasing of instructional supplies to support building academic language and vocabulary. • Selection of model classrooms that exhibit best practices in Literacy 	Grades 3-5	September, 2014 - June 2015	<ol style="list-style-type: none"> 1- Classroom Teachers 2- Coaches 3- Administration

Part 4 – Resources Needed

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

Programming Scheduling for Weekly Teacher Team Meetings, Classroom Intervisitations; Viewing ARIS LO to support instruction and professional growth / understanding/ implementation
 Math & Literacy Coaches
 Effective & Consistent Parent Outreach Programs / Incentives / Parent Engagement Initiatives
 Administrative Assistance
 Other Agencies: Generation Ready formerly known as AUSSIE Consultants

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

January 2nd –February 6th, 2015 we will conduct a mid-point assessment to assess student growth in writing and mathematics in Grade K- 5

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

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

While the benchmark assessments in Grades 1- 5, show student growth in mathematic fluency, writing responses and reading levels, we have incorporated an additional RtI period each day with additional teacher support in each classroom for grades K-5. Each teacher works with a small group that was identified as having a common misconception either in writing or mathematics. Teachers work with this small group on a specific instructional goal and purposeful tasks to meet those goals.

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.

Monthly celebrations allow us to find multiple ways to acknowledge our students and staff. During our **PBIS celebrations**, we acknowledge the exemplary behaviors of our students that promote ideal learning conditions and exhibit school wide expectations.

We ensure that all students receive Tier 1 support in understanding all behaviors that support safety and learning throughout the entire building. Reminders are posted in every space of the school for additional reinforcement and reminders of how we can exhibit behaviors that support learning. Our motto: Be Respectful, Be Responsible, Be a Problem Solver is constantly heard throughout the building to ensure likeness of mind and thought. Posters given specific reminders of behaviors to exhibit in different areas of the building.

Tier 2 interventions allow staff members to partake in our Check In / Check Out with select students to monitor an support on a more personal level with our students. Students are given the option to choose an adult in the building who they feel comfortable with to have these CICO sessions. Acknowledgements are given each time the student shows improvement and growth in their area of concentration.

Tier 3 students are afforded opportunities to meet with a Guidance Counselor/ Dean/ AP/ Principal for multiple CICO sessions for additional support and assistance to stay “on track”. Phone calls are made together to inform parents of improvements and/or next steps.

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.

- A 50% reduction of OORS reporting
- A 25% increase in student attendance

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
4. 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).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of			

Trust			
Everyone, Guidance Counselors, Physical Education, Enrichment Teachers, Classroom Teachers, Parents, SLT, PTA members, works toward improving student outcome and preparing them for success in school and beyond	All constituents	September 2014 – June 2015	SLT, Administration, Coaches, Teachers
Guidance Counselors working with students in the classroom to support instruction and continue to build within students work habits to persevere in their lessons	Guidance Counselors	September 2014-2015	CFN 203 support Administration
Monthly Parent Meetings from PTA to share visions and mission to meet our goals;	PTA Members SLT Members	September 2014-2015	Administration, PTA Members, District Office support

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Generation Ready/ AUSSIE Math consultants, Weekly Teacher Team Meetings, Purposeful Differentiated Professional Development based on teacher & student needs;

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:				
7.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
8.	Specify a timeframe for mid-point progress monitoring activities.			
September 2014- January 2015				
Part 6b. Complete in February 2015.				
9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
While an increased number of teachers share in the vision and practice of purposeful instruction, there is still a need to assist teachers who struggle with developing and differentiating rigorous tasks.				

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.

In reviewing the 2013-2014 QR, it was noted that weekly team meetings afforded teachers an opportunity to delve deeper on how to improve their understanding of CCLS expectations, align their practice to improve their instructional delivery. However, teachers are still developing their understanding on how to use data, formal and informal to deliver effect next steps in instruction to improve student understanding.

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.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Professional Development Every Monday for all teachers and services providers	All Teachers	September 2014 – June 2015	Administration CFN-203 Coaches
Consultant Support: Generation Ready Literacy Coach	All Teachers	September 2014 – June 2015	Coaches Administration
PPT Team to meet with Sp Education Teachers	K-5 Sp. Ed Teachers	September 2014 – June 2015	AIS Teachers CFN 203 support

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Part 4 – Resources Needed

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

Adjusting school schedule to allow for weekly team meetings
 Funds for outside consultants

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.

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

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Part 6 – Progress Monitoring

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

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

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

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- 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.
- The 2013-2014 QR shared that the school leaders support teacher development through a systematic use of the Danielson Framework, leading to self-reflective conversations and next steps for the improvement of instruction. That being said, the principal and assistant principal will continue to develop their practice with providing effective and meaningful feedback, Initiating Team Learning Projects, and Differentiate Professional Development for Teachers through the assistance of Office of Teacher Effectiveness, Center for Creative Leadership, CSA- ELI, CFN 203 professional development, District 7 Highly Quality Principals and District 7 Support.

Planning for Results:

During the school year, data is collected schoolwide across a minimum of 3 benchmarks (Sept/Oct, Dec/Jan, April / May, June) in the areas of literacy and mathematics. This data is analyzed and instructional decisions are made regarding: delivery of intervention services, other support services, promotion, evaluations, etc.

- The collection of student formative data (DRA2 assessments, ECAMs, running records, Exemplars, teacher observations, conferring notes, classroom assessments, and performance assessments) will be the basis for ongoing adjustments in the instructional program to meet the needs of students. This planning system is designed to produce a culture in which results become the entire focus of staff attention, with service providers also providing their assessments with the classroom teacher and sharing best practices amongst each other.

All teachers utilize data to make instructional decisions across a schoolwide continuum.

- Teachers assess and identify at-risk students within their classrooms and target instruction in small groups or one-on-one instruction for improvement.
- If a classroom teacher determines the Tier III interventions he/she has administered have not yielded the desired results, they will make a referral to the PPT.
- The PPT will analyze the data submitted by a classroom teacher and make a recommendation for additional intervention services or strategies for the classroom teacher to attempt.
- The essential question is posted and referred to throughout the lesson.

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.

Assisting Grade Facilitators to support teacher team meetings through the use of coaches and administration
School Intervisitation for teachers

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: 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. 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?
Formal & Informal Observations	All Teachers	September 2014- June 2015	Administration
Interclass visitation	All classroom teachers	September 2014- June 2015	Administration District 7 supporting school

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Adjust of schedule for intervisitation to visit other schools

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.									
	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
none									

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:				
23.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
24.	Specify a timeframe for mid-point progress monitoring activities.			
Part 6b. Complete in February 2015 .				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes	<input type="checkbox"/> No

26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- 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.

Studies show that students whose parents/ guardians that work closely with the school benefit greatly from such a support structure. Our 2013-2014 parent surveys indicate that parents are more likely to be involved with their child’s studies if they understood the math and literacy curriculum. With that said, parents have expressed a desire to become more equipped at helping their child with the homework.

- The instructional strategies/ activities to achieve this goal will be supported by the Parent Coordinator monthly parent meetings
- Mayor’s Initiative for Chronic Absenteeism and Truancy
- District Parent workshops
- Weekly Parent Involvement Opportunities
- Participation in the “No Parent Left Behind” District Initiative

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.

As part of on-going efforts to engage families, families will increasingly learn and understand the academic, social and emotional expectations of their children in school. By June 2015, an increase of 60% of our parents will attend and participate in monthly literacy and mathematics workshops

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • 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 	Parents	September 2014 – June 2015	PTA Parent Coordinator Administration Lead Parent

<p>to effectively become involved in planning and decision making in support of the education of their children;</p> <ul style="list-style-type: none"> • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; 			

Part 4 – Resources Needed

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

Adjustment to school calendar
 Schedule Local Event to Build Community during the school and after school
 Schedule Classroom visits & workshops for parents

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.

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

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Part 6 – Progress Monitoring

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

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

Our SLT along with our Parent Advocate Team have been working together to ensure that parent's voices are heard. With that in mind, special consideration was given to ensure that parents' schedules are taken into account when activities and functions are scheduled throughout the school year.

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

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

There has been a significant increase in parent engagement both for academic and community purpose. An increase of parents are joining school teams in the school to be part of the decision making.

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)	Lowest 1/3 in DRAs, State Scores	Interactive Writing Guided Reading Guided Writing	Small group Instruction Differentiation in Task Differentiation in Qs	During the School day and / or Reader's Café Afterschool Program
Mathematics	Lowest 1/3 in Baseline Assessments, State Scores	Collaborative Group Work Guided Math Groups	Small group Instruction Differentiation in Task Differentiation in Qs	During the School day
Science		Science Program for grades 2-4 grade students will offer support in science following the NYC Science Scope & Sequence Group Work Independent Project Science Fair		During the School day
Social Studies		Interactive Writing	All students receive social studies support through the literacy program which works in conjunction with the NYC Social Studies Scope and Sequence; 5 th grade students will receive a Humanities course to support college readiness	During the School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Individual / Small group Discussion	Pending caseloads (our psychologist services two schools on site), the school psychologist will provide on the spot crisis intervention for students and will help teachers create FBAs and BIPs to support students emotional	During the School day

			<p>and social needs.</p> <p>Depending on caseloads, our Guidance Counselors will provide on the spot crisis intervention for students in either minor or major crisis; Our Guidance Counselors also will provide in class observations and assists teachers with creating FBAs and BIPs to address students' needs; At risk students are seen in groups and individually as needed. Classroom activities will be given using Project Exsel to develop social skills through play therapy, interactive games, role playing videos on conflict resolution, bullying, and anger management.</p>	
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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.
<p>It is imperative that when an applicant is being considered to work in our school, he/she: (not limited to, but including):</p> <ul style="list-style-type: none"> • must have knowledge of the Common Core Standards • must have knowledge of the Mathematical Practices • must have knowledge in the Instructional Shifts in Literacy & Mathematics • must present and execute a lesson plan including differentiated instruction to meet the specific needs of our students • must be flexible in their delivery of the lesson to meet the learning styles of our students • must have excellent communication skills enabling him/her to articulate their goals for student achievement • must work collaboratively with other professionals within the school community • must successfully answer a 5th grade Math Exemplar before the interview process begins • must successfully demonstrate strong writing skills as shown by a writing piece presented before the interview process begins <p>In order to retain such individuals, highly effective Coaches, Lead Teachers, Administration and colleagues will: (not limited to, but including)</p> <ul style="list-style-type: none"> • be fluent with the Danielson Framework for Teaching • assist with curriculum planning designed to meet all the diverse needs of students in each classroom • provide one on one mentoring support especially for 1st year teachers • co-teach, observe and model a lesson • introduce and support PBIS system • support understanding on how to read and interpret student data • meet regularly to discuss professional goals for the year • meet with the teacher 3x a year to support and/or refine goals based on student data • support and enhance parent involvement • support and enhance professional contributions to our school and local community • interpret data, notice class trends for designed next steps for student support • provide workshops and professional development courses both in-house and from outside agencies

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).
<ul style="list-style-type: none"> • Classroom walkthroughs, unannounced and formal observations, Teacher feedback on students' progress as evidenced by student work; • Weekly teacher team meetings with Coaches

- Weekly Professional Development sessions on Danielson’s Framework for Teaching
- Classroom Intervisitations to observe best practices
- Viewing ARIS Learning Opportunities to support best practices
- Weekly Professional Development workshops on best practices aligned CCLS, Incorporating Instructional Shifts in ELA and Mathematics
- Weekly teacher team meetings to support colleagues in instruction, environment and planning
- SESIS training
- Workshops on writing effective, meaningful IEPs
- Using the PRIM book effectively to meet the social, emotional needs of the students

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Aligned curriculum to Go Math Curriculum
Tuesday Parent Engagement

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.

Teacher Team Meetings
Data Analysis

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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.

²The **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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 65X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 65 will support parents and families of Title I students by:

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

PS 65X 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)

PS 65X 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: P. S. 65X Mother Hale Academy	DBN: 07X065
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 65X will implement an ELL/ESL after school program in which the students will listen, speak, read, and write in English through the use of plays and drama, and selected academic activities to support their learning as ELLs. Our ELL after school program will utilize the Abrams Reading Theatre to actively engage the participation and encourage the interests of our ELL/ESL students in the four modalities of listening, speaking, reading, and writing through this use of drama. Our after school program will meet two (2) times per week for two (2) hours per session on Wednesdays and Fridays. A meal in the cafeteria with conversational English with the program's teachers will begin the students' after school program, followed by an exercise and movement activity when the students reach the classroom. The main portion of our ELL-designed after school academic activities will then take place with the students' participation in the listening, reading, performing, and development of plays based upon the Abrams Reading Theatre and the students' own imagination. The student performances of the plays will also be produced for and acted before fellow students, parents, other family members, and the community surrounding our school. We anticipate the participation of thirty-five (35) to forty-five (45) ELLs as active after school drama participants, from kindergarten through fifth grade (K-5). The ELL after school program will focus on and stress the modalities of listening, speaking, reading, and writing in each after school session. Also, our after school ELL students will be evaluated and grouped according to their current proficiency levels, grades, and ages, and the three participating teachers will monitor each groups' participation and interaction through the use of our four modalities in English. Our after school teachers are an ESL-certified teacher, a bilingual-certified teacher, and a general education-certified elementary teacher. Each of our three teachers will make use of their areas of expertise and teaching experience to enhance their delivery of the play-related and ELL-related curricular materials and instructions in our ELL after school program. The materials to be used will primarily consist of the Abrams Reading Theatre, Set 1 and Set 2, as well as any academic and drama-related materials provided by our three after school teachers. We expect our ELL students will be highly motivated to participate and learn in our after school drama program based upon their enthusiasm and participation in past years of utilizing these methods and this program. Through our Title III after school program, our ELL students will be given the opportunity to actively participate and learn while practicing their English language communication skills of listening, speaking, reading, and writing through drama, as well as learning to work collaboratively in groups, on teams, as characters, in role-play, and in the sharing of ideas while learning both ELL-specific content and ELL-related social skills. Additionally, our ELL students will actively participate in culminating drama activities through their involvement in and excitement emanating from student-performed live productions presented before audience members of students and staff, parents, guardians, family members, and others in the surrounding P.S. 65 neighborhood and community. We anticipate the production of these culminating student performances to take place in May or June 2015, with specific calendar dates to be selected nearer to the end of the program. We

Part B: Direct Instruction Supplemental Program Information

intend to present both in-school and after-school performances to maximize the ability of our student body and parent/family community to “see the show!” Each culminating presentation will consist of three or four plays or drama-related activities performed a group consisting of kindergarten to second grade ELL students, and a group consisting of third to fifth grade ELL students, on yet-to-be-determined future dates, with costumes, sets, and playbills designed by our students and intended to enhance the overall quality and production of their performances.

Part C: Professional Development

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

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

Begin description here: Our ESL teacher regularly attends English Language Learner professional development seminars held by the Department of English Language Learners and Student Support, under the direction of CFN 203 and the New York City Department of Education. These professional development seminars are held throughout the school year and cover various English Language Learner topics and concerns directly benefiting English as a Second Language teachers and ELL students. Past and present professional development seminars have focused on various curricular, educational, and organizational matters related to ELL teaching, ELL learning, ELL administrative duties, and special education ELL students. We anticipate that future ELL professional development seminars will focus on like-minded topics, as well as any new ELL topics, concerns, strategies, and/or areas of information related to the teaching of and learning by our ELL students. Our ESL teacher, Mr. Mehno, will hold various professional development seminars during the 2014-2015 school year for the P.S. 65 staff and administration. These seminars will be held during professional development hours on our Monday and Tuesday professional development days, as designated by the Department of Education, with specific dates and ELL topics to be implemented at future dates amenable to the P.S. 65 administration. The proposed ELL topics to be presented during these professional development sessions will include an overview of the NYSITELL and Spanish LAB, the NYSESLAT, NYSESLAT testing and results, differentiation for ELL students (and others), the push-in and pull-out models, and a focus on ELL/ESL students in the classroom and their various learning abilities and accompanying needs for support. All ELL professional development seminars will be given twice by Mr. Mehno on different dates: one session to our Kindergarten, first, and second grade teachers and support staff, and a second session to our third, fourth, and fifth grade teachers and support staff.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Our ELL students in the Title III after school program will perform several of their rehearsed plays, and other forms of dramatic presentations, to their parents and guardians at the conclusion of the after school program. We will present plays from the Abrams Reading Theatre and from the productions and skits written and created by the students themselves. We expect our performances to take place both during our after school program and at a separate assembly when we present our play-acting and play-writing skills in a public performance in the spring. Our ELL after school drama activities will involve performances by all of the students participating in the after school program. The rationale behind these activities is to increase our ELL students' academic success with and use of the four modalities of listening, speaking, reading, and writing, while simultaneously promoting a sense of confidence, pride, and self- and group-accomplishments, while increasing their English language skills by performing before each other in the program and before a live audience. Our ELL students will also acquire a greater knowledge of and improvement in their overall English language skills while attaining a greater confidence in reading, writing, and speaking as they increase their vocabulary, comprehension, and fluency in English. Parents will be notified of our live ELL play productions by letters, phone calls, flyers, student word-of-mouth, and our parent coordinator's effective outreach of information to our parents, families, and the P.S. 65 neighborhood and community.

Our ESL teacher, Mr. Mehno, has also proposed to initiate a Saturday academy of English language learning in spring 2015 for our parents wanting to learn English, or improve their already existing English language. This program would last for eight (8) to twelve (12) weeks, and will focus on teaching English language skills to the parents and other family members in our P.S. 65 community. We plan to invite our parents, families, and other community members to participate in these workshop sessions as a way of increasing school involvement in our community, and increasing community involvement in our school.

Additionally, our ESL teacher, Mr. Mehno, communicates with our ELL parents and their families through face-to-face meetings and frequent letters and flyers intended to establish an open line of communication and information between PS 65 and our ELL students and their parents. Parental notifications are sent home at the beginning of the academic school year to our ELL parents and guardians in the form of Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters, Parent Preferred Language Forms, Placement Letters, and ELL Parent Brochures in the home or preferred language of our parents and guardians. The parents and families of newly identified ELLs are also invited to P.S. 65 for a Parent Orientation, and a viewing of the Parent Orientation Video explaining their options and rights as the parent or guardian of an ELL student. In the fall, the parents also receive the Title III Letter explaining the supplemental services their child will receive as an ELL student, and the details of the after school program in which their child is invited and encouraged to participate. In the spring, letters are sent to our ELL parents informing them of the upcoming NYSESLAT assessments, the NYSESLAT's significance towards ascertaining their child's assessed level of English proficiency based upon the results of the NYSESLATs, and the importance of their child's participation in the NYSESLATs.

P.S. 65 will provide all oral and written communication with translated services in the home language or preferred language of the parents and guardians of our ELL students, which at the present time is a majority of Spanish and minority of French and Bengali. We will provide oral and written Spanish translation by the P.S. 65 administration, parent coordinator, Spanish-fluent teachers, and Spanish-fluent staff, and the Department of Education's Translation and Interpretation Unit. For our French-based and Bengali-based oral and written translation services we will avail the services of the

Part D: Parental Engagement Activities

Translation and Interpretation Unit provided by the New York City Department of Education. To ensure timely provision of translated documents, we will prepare our materials-to-be-translated ahead of our scheduled release dates by working within a turnaround date for the translation to be completed and returned, whether translated in-house at P.S. 65, by the Department of Education’s Translation and Interpretation Unit, or by a New York City Department of Education contracted outside vendor, when necessary and/or applicable.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 07	Borough Bronx	School Number 065
School Name Mother Hale Academy		

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

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	416	Total number of ELLs	74	ELLs as share of total student population (%)	17.79%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	16		4			2	1		1	17
Dual Language										0
ESL	46		11	9		6				55

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	62	0	15	9	0	8	1	0	1	72
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	13	6	10	11	7								52
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French						2								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1								2
TOTAL	5	13	7	11	11	10	0	57						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	2	1	3	5								18
Intermediate(I)		7	12	2	6	5								32
Advanced (A)	1	3	7	8	2	3								24
Total	5	13	21	11	11	13	0	74						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	1			10
5	9	1			10
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9	1	1						11
5	9	2	1						12
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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 Government				
Foreign Language				
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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At P.S. 65X, early literacy skills are assessed using the DRAs and Fountas and Pinnell methods and the NYSESLAT. These assessments provide us with valuable data and information as to our students' oral fluency, reading comprehension skills, and English proficiency levels. These data assist us in planning and implementing our differentiated instructional plans to best meet the learning needs and

learning styles of our ELL students, and to make progress against any apparent learning gaps. The Renzulli program allows us to create group projects and individualized learning activities based upon the varying interests and learning styles of our students. The students in grades K-2 are emergent is story books and develop their reading fluency within their grade leveing within the first six months. By midyear, students' retelling of accounts in the story improve, along with the interpretation (skill to infer) as to the main idea and reflection of a story. This year we are incorporating the ReadyGen curriculum that provides literacy support across content areas for our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The patterns are as follows: The students that scored Advance in the NYSESLAT from previous years' results as Beginners/Intermediates are the students in first and second grades. The students that progress to Intermediates from Beginners are the students in third or above grades. Students in 3rd, 4th or 5th grades that scored Intermediate in their first year (2nd or 3rd grades) score Beginner in 4th or 5th grades; (after 2 years of USA schooling.)
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instructional decisions are evident in teachers' lesson planning, individual teacher-student conference notes and student journals are the artificats that language development for all our our students, including our ELLs, are considered.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

PS 65X does not offer a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our programs are rich in intentional oral communication (conversation), as evident in the high NYSESLAT speaking scores.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

At the beginning of the school year and throughout September, parents/guardians are invited to several parent orientations held by the assistant principal, the ESL teacher, and the parent coordinator. All three team members reach out to parents/guardians through direct oral communication, the mailing of notification letters, and letters distributed to individual students and placed in backpacks and homework packets for the students for home delivery. Parent orientations are held both in the morning and after school for the convenience of our parents, and are held several times throughout the month of September, with notifications accompanying each parent orientation announcement. At our orientations, parents receive a copy of the NYC DOE Guide for Parents of English Language Learners in both English and their native language, and watch the NYC DOE parent orientation video in their home language. The video describes the three (3) placement programs provided by the New York City Department of Education: Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). The parents/guardians are encouraged to ask any questions they may have regarding their child's placement and program choice. If parents are unable to attend any of the scheduled parent orientations, they are invited and encouraged to make an appointment with the assistant principal, ESL teacher, and/or parent coordinator to address any concerns or questions they may have regarding their child's ELL identification and program placement. In addition, for those parents requiring information, forms, or contact with P.S. 65x in a language other than English or Spanish, we avail the services of the New York City Department of Education's Translation and Interpretation Unit, an internal resource for accessing written translation and oral interpretation services with which we may better communicate with and better engage the limited-English-proficient parents of our English language learners.

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

Entitlement Letters and Parent Survey and Program Selection Forms are distributed in both English and the home language using the forms, tools, and resources provided by the New York City Department of Education website. These letters are sent home to parents informing them of their entitlement of program selection for their child based upon their status as an English language learners (ELLs), as determined by their current level of English proficiency resulting from the recently administered LAB-R. When the entitlement forms are not returned in a timely manner to the school, reminder letters are sent home and phone calls are made by the ESL teacher and parent coordinator. If the entitlement forms are not returned, the default program of Transitional Bilingual Education is chosen for ELL students per CR Part 154. For parents whom choose a program not provided by P.S. 65x, such as a

Dual Language program which we currently do not provide, we will provide the parents with a list of schools in the neighborhood which offer the program, and inform the parents that they have available the option and right to transfer their child to a school which offers a Dual Language program. If there are fifteen (15) or more students in a grade or two consecutive grades, and parents request a Transitional Bilingual Education (TBE) or Dual Language (DL) program, it is the obligation of P.S. 65x to open such a program.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The recent trends during fall 2013 in program choices at P.S. 65x are evidenced by a majority of about 100 percent of our incoming kindergarten and first grade parents preferring the Freestanding ESL program. This majority wants their children to receive all of their instruction in English. We did not have any requests for a Dual Language program, but we will provide any parental requests for Dual Language programs with the names and addresses of other schools in the neighborhood which do provide a Dual Language program (P.S. 65x does not have a Dual Language program at this time). And lastly, about sixty-six (66) percent ($19/29 = .655$) of parents chose to place their second grade childr in our Transitional Bilingual Education (TBE) Integrated Co-Teaching (ICT) program. Currently at P.S. 65x, we have two (2) Transitional Bilingual Education (TBE) programs: a bridged kindergarten/first second grade TBE-ICT class and a fifth grade TBEI special education self-contained class.

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

- a. The organizational model used for our freestanding ESL program is a combination of push-in and pull-out by the ESL teacher. Students assessed as 'beginner' (B) proficiency and 'intermediate' (I) proficiency receive three-hundred sixty (360) minutes of ESL instruction per week, and students assessed as 'advanced' (A) proficiency receive one-hundred eighty (180) minutes of ESL instruction per week, as mandated by the state of New York. The organizational models for second grade TBE ICT class and our fifth grade TBE special education classes are both self-contained.

- b. The instructional model for our freestanding ESL program at P.S. 65x is both push-in and pull-out, and determined by the grade levels and English proficiency levels of our ELL students. The instructional models for our second and fifth grade transitional bilingual educational self-contained classes are determined by the same grade levels and alike home languages of the students in these programs.

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

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

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

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

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

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

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

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

English language learners in the Transitional Bilingual Education programs at P.S. 65x are supported in their Native Language Arts by their Spanish and English language speaking teachers in their self-contained classrooms. Students are provided with materials in both English and Spanish to support their transitional bilingual educational instruction. Additionally, our second grade TBE students are provided daily instruction in the Spanish language-based Estrellita method. Students in the freestanding ESL program at P.S. 65x are not provided with Native Language Arts per se, but they are provided with native language support through the provision of bilingual dictionaries and bilingual content area glossaries. Newcomer ESL students are provided with bilingual books and dictionaries to support their learning, and special education ELL students are provided with bilingual paraprofessionals, when available.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

Math:				
Science:				

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

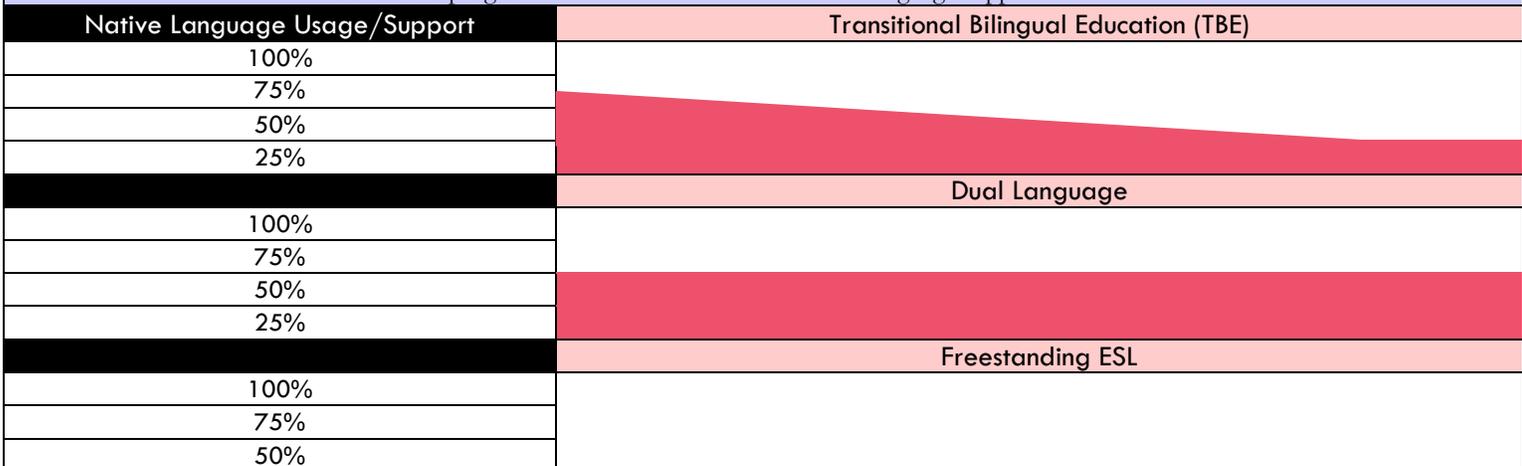
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

PS 65X does not offer the dual language program.

C. Professional Development and Support for School Staff

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

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

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

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

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

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

All of our staff, including our non-ELL teachers, will receive a minimum of seven-and-a-half (7.5) hours of training/professional development on implementing strategies such as thinking maps, visual aids, etc. to assist our ELL students in the classroom. These workshops will cover various instructional methods and topics such as differentiating instruction to meet the needs of all learners, language acquisition skills, and literacy workshop models. These instructional tools and strategies are to be implemented school-wide with a special emphasis placed on teaching our special education and bilingual students. These training and professional development workshops will be initiated by and led by our ESL teacher/coordinator, Mr. Mehno, and will focus on differentiated instruction, teaching strategies for ELLs, and ELL vocabulary development. Content area teachers will also receive training and professional development throughout the year, and the ESL teacher will receive training and professional development in the content area subjects and instruction. Our ESL teacher regularly attends CFN 203 English Language Learner professional development seminars held by the Office of English Language Learners. These CFN 203-supported professional development seminars are held approximately every two (2) months, and each seminar focuses on various curricular, educational, and organizational matters related to ELL teaching and ELL administrative duties.

D. Parental Involvement

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

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

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

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

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

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

E. Additional Information

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

No Additional Information.

Part VI: LAP Assurances

School Name: Mother Hale Academy - PS 65X

School DBN: 07X065

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 065X School Name: Mother Hale Academy

Cluster: 2 Network: CFN

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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