

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R065

School Name:

P.S. 65 THE ACADEMY OF INNOVATIVE LEARNING

Principal:

SOPHIE SCAMARDELLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Academy of Innovative Learning School Number (DBN): 31R065
PK-Grade 5
Grades Served: _____
School Address: 98 Grant Street
718-981-5034 Phone Number: _____ Fax: 718-981-6109
School Contact Person: Sophie Scamardella Email Address: Sscamardella2@schools.nyc.gov
Principal: Sophie Scamardella
UFT Chapter Leader: Christine Ferragano/Danielle Anzalone
Parents' Association President: Sara Irizarry
SLT Chairperson: Monica Contreras
Title I Parent Representative (or Parent Advisory Council Chairperson): Jean-Marie Bruzzese
Student Representative(s): n/a

District Information

District: 31 Superintendent: Mr. Anthony Lodico
715 Ocean Terrace
Superintendent's Office Address: _____
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5667

Borough Field Support Center (BFSC)

BFSC: 31 Director: Kevin Moran
715 Ocean Terrace
Director's Office Address: _____

KMoran@schools.nyc.gov

Director's Email Address:

212-374-5474

Phone Number:

Fax:

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ UFT	
	Member/ UFT	
	Member/ UFT	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

The administration, along with staff members, support all of the teachers on all grades in their journey to "digging more deeply" into the curriculum and clearly understanding the "Big Ideas/Understandings" that students need to have in order to be "college and career ready". Rigorous, standards-based tasks and rubrics have been designed to reflect the demands that the new Standards require. Students are held accountable for their learning, and are able to articulate what they have to do in order to meet/exceed standards. Learning Intentions are posted and Success Criteria is delineated. Data is collected continuously and intervention is provided as needed.

We have had many accomplishments, especially in promoting student achievement and in building student character. Our students are achieving at high levels, staff is committed to ensuring that all students are successful. The administration works closely with all teachers, conducts model lessons with teachers, and supports teacher growth and development. We also focus on promoting positive behavior and assisting students in making "good decisions". Our student, referred to as "dolphins", clearly reflect the values intrinsic to a peaceful, law-abiding society; i.e.

"honesty", "integrity", "respect" and "intelligent". Each year we work on these and we look for evidence of these in each of our "little dolphins". Students are valued and respected, and are given "guidance" to understand themselves, to think before they act, to respect their feelings, and to decide how to handle stressful situations. Our school environment is calm and nurturing, and the students enjoy coming to school. We have a very high attendance rate, including both staff and students, and there is mutual respect and professionalism throughout the building. Former graduates have visited our school to share their academic as well as social/emotional successes in middle school. Our students have brought the strong foundation that we have provided to them to a new situation as Student achievement - 100% pass rate for 6th graders in Math, English, Social Studies, and Science.

We continually face the challenge of making sure that every child makes progress on the standardized tests. Instructional practices have improved as a result of ongoing Professional Development, inter-visitation, model lessons, and professional books that have a research-base. We are going to initiate several after-school Enrichment Programs to tap into the multiple talents of our "little dolphins" and enrich their education.

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

PS 65 is a very focused, academically rich elementary school. Lessons scaffold throughout the grades, continuity is across every classroom and grade, and assessment is an integral part of the differentiation that is in place. There is a true sense of "community" amongst the administration, staff, students, and their families. We believe that it does" take a whole village to raise a child

31R065 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	391	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	49.7%	% Attendance Rate		94.5%
% Free Lunch	48.8%	% Reduced Lunch		9.2%
% Limited English Proficient	1.7%	% Students with Disabilities		19.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		23.9%
% Hispanic or Latino	34.1%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White	31.1%	% Multi-Racial		3.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.72
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	42.5%	Mathematics Performance at levels 3 & 4		37.8%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.
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- Based on careful analysis of the data on the AQR, improvement is needed in “Student Progress” in ELA in both: “all students” and “lowest performing students”.
 - Based on careful analysis of the data on the AQR, improvement is needed in “Student Progress” in MATH in both: “all students” and “lowest performing students”.
 - Based on recent QR, school needs to ensure that teaching practices consistently reflect the school’s work around student-centered learning and our belief that students learn best through critical thinking.
 - Based on careful analysis of the data obtained from the AQR and the LES, students feel supported in our environment.
 - Based on data obtained from QR and AQR, students need to be continually challenged at high academic levels, and need to be able to carry on discussions with one another.
 - Based on data obtained from AQR , staff must continue to have opportunities to work together and share ideas.
 - Based on data obtained from QR, staff and students feel respected and valued. PS 65 will continue to support our staff and students in a supportive environment.
 - Based on data obtained from QR, administration will continue to provide opportunities for staff to grow and develop professionally.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of the teaching staff will receive an overall rating of “effective” or higher on Danielson component 3c (engaging students in learning) as evidenced by both formal and informal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Ongoing professional development will be provided to staff to increase student-directed classrooms/lessons through more student conversation and questioning.	All staff	9/15-6/16	Principal Assistant Principal Coach
Professional development will continue to focus on how to meet the needs of various learners/learning styles.	All staff	9/15-6/16	Principal Assistant Principal Coach
Assistant Principal and Special Education Coach will continue to meet weekly with special needs and ESL staff to assist them in developing multiple strategies to address the struggling learner and the ESL learner.	Special needs ESL	9/15-6/16	Assistant Principal Coach
School Blog/Discussion Board will continue to be used to support acquisition of strategies to address all students' needs.	All staff	9/15-6/16	Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Additional prep period for all pedagogues • F-Status staff • Principal, Assistant Principal, Coach, School Counselor, Parent Coordinator • TERC Math program, Marilyn Burns – Math Solutions, Math Exemplars • Foundations & Wilson Programs & Math Minds
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- Engage NY
- UDL strategies

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January, 2016, 100% of teachers will have received at least one “effective rating” in Danielson category 3C – Engaging Students in Learning.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

QR findings:

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

Strengths:

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

Needs:

- Students need more time to develop their “understandings” with more “think time” and “reflective time”.
 - Classrooms need to become hubs of “student thinkers” with less “teacher talking” and more “student interaction”.
 - Learning Intentions and Success Criteria will be embedded into all lessons.
 - Benchmarks will be established in all content areas and shared with parents/guardians at the end of each Unit of Study.
 - There will be vertical and horizontal alignment of various teacher teams throughout the school year.
 - There will be one Tuesday set aside each month for parent engagement/workshops based upon the Curriculum Maps, the standards, and parent/guardian survey results.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will receive an overall rating of “effective” or higher on Danielson component 2a

(Creating an Environment of Respect and Rapport) as measured by formal and informal observations.

In addition, by June 2015, 100% of teachers will have received an overall rating of “effective” or higher in creating classrooms that are “student-centered

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> • Administration conducts “model lessons” in classrooms to demonstrate the shift from a “teacher-directed classroom” to a “student-centered classroom”. • Teachers/Facilitators view lessons, discuss components, including: planning, preparation, student engagement, questioning, and plan for “next steps”. • Feedback is immediate and ongoing and specific, targeted, and measurable criteria are delineated and carefully monitored. 	<p>All Staff</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principal Coach</p>
<p>Strategies to address the SWD and ESL learners:</p> <ul style="list-style-type: none"> • Ongoing Professional Development with Special Education Coach and Assistant Principal to understand and acquire strategies to support every student’s learning styles & needs. • “School Blog” – Weekly discussion board - scenarios related to addressing various learning styles, engagement, and level of challenge in an effort to “provide additional instruction” and “support” to both the staff and the students during this “shift in instructional practices”. • Small group instruction is incorporated into every lesson. 	<p>Special needs ESL All staff</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principal Coach</p>

<ul style="list-style-type: none"> • SWD and ESL learners receive additional one-to-one support from a certified Wilson teacher during the school day. 			
<p>Parent Involvement:</p> <ul style="list-style-type: none"> • Parents/Guardians are invited into the classrooms to observe instruction/instructional practices. • Parents/Guardians are invited to attend classroom “publications” and “celebrations” throughout the school year. • “Class Parents/Guardians” are an integral part of the various activities that take place in the classrooms. 	Parents	9/15-6/16	Principal Assistant Principal Teachers Parent Coordinator
<p>QR Finding:</p> <ul style="list-style-type: none"> • “Students, parents, and staff appreciate the school’s focused efforts on maintaining a supportive, inclusive, and respectful environment.” • School will continue to include parents/guardians in school activities and keep them informed of their child’s progress and ways in which they may assist their child. 	All staff Parents	9/15-6/16	Principal Assistant Principal Teachers Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principal, Coach, School Counselor, Parent Coordinator, Wilson Program, Lexia Program, Math Minds Website, Library Media Materials, Professional Development, Additional prep coverage, F-Status staff											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By January 31, 2016, 100% of teachers will have received at least one “effective rating” in Danielson component 2A – Establishing a Culture for Learning.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Based on data obtained from AQR, school needs to provide additional time to supporting teachers in their understanding of and sharing of “best practices” in “teacher teams”. More inter-visitation and demonstration lessons need to be scheduled with a clear focus and time for discussion.
- The data indicates that there is a need for:
 - additional academic assistance for our ESL and special needs students
 - greater emphasis on assisting students in developing higher-order thinking and writing skills
 - providing our students with more hands-on experiences in mathematics in order to ensure a solid foundation in math concepts, reasoning, and knowledge of how numbers work
- QR finding – Teachers and school leaders ensure that all students have access to rigorous academic tasks through regular common planning and weekly data meetings.
- QR finding – The school strategically aligns professional development, family outreach, and student learning experiences to ensure that student success is a collaborative effort.
- Planning sessions provide opportunities for teachers to make instructional changes to include multiple entry points for all learners.
- Teacher teams are programmed to meet weekly for collaborative planning.
- Teams of teacher will meet vertically and horizontally to align instruction throughout the grades.
- School culture has resulted in teachers meeting before and after school and during lunch to plan for “flexible grouping”, “sharing best practices”, “evaluating student work”, and improving “teacher practices” and “student outcomes”.
- All teachers’ ideas are valued and respected. The school’s culture supports “lifelong learning” and “sharing of best practices” and these are evident in all professional learning sessions.
- Parents/Guardians will be invited to participate in classroom lessons during "Literacy Week", "Math Week", "Science Week", "Art Week", and "Music Week".
 - Parents/Guardians will be invited to celebrate students' accomplishments including: monthly assemblies, publication celebrations, and visual, dance, music, and theatre performances.
 - Parent/Guardian workshops will be provided at least once per month in topics that have been selected by them via a "Parent/Guardian Survey/Questionnaire".

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will engage in professional development opportunities designed to improve teacher practice and student outcomes which will result in a 65% of “all students” and “students in bottom 1/3” achieving an adjusted growth percentile of 75 or higher on the 2015 ELA and Math tests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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>Teachers, teacher teams, teaching assistants, and administration meet weekly to “share best practices”, “reflect on student work samples” and “how to improve student achievement”.</p> <p>Teachers are learning to transition from “teacher” to “facilitator” by “observing the administration” and “observing each other” in a supportive and focus-driven environment.</p>	<p>All staff</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principal Coach</p>
<p>Small group instruction is an integral part of every classroom lesson.</p> <p>Sharing of best practices, looking at student work, and participating in the “Staff Blog/Discussion Board” provide additional strategies and supports for staff to utilize with individual learners/learning styles.</p> <p>Supports/Materials/Technological devices are obtained to support the “visual”, “auditory” and/or “tactile” learners.</p> <p>Use of library media materials</p> <p>Lexia Literacy Program</p>	<p>All Staff</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principal Coach</p>

Achieve 3000 Program			
Math Minds website			
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> • School Counselor meets with parents/guardians to provide strategies and resources to families to support their children’s development. • School Counselor keeps parents/guardians abreast of children’s achievements through extensive Monthly Newsletters, personalized communication and helpful workshops. <p>Parent Coordinator plans meetings focused on areas indicated in “Parent Survey” questionnaires.</p>	All parents	9/16-6/16	Principal Assistant Principal School Counselor Parent Coordinator
<ul style="list-style-type: none"> • School will continue to value, support, and recognize staff for their efforts, and build capacity in their acquisition of strategies and techniques to work with all learners in a “student-centered environment”. <p>Parents/Guardians will continually receive Progress Reports and information on their child’s progress.</p>	All staff All parents	9/15-6/16	Principal Assistant Principal School Counselor All staff Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Principal, Assistant Principal, Coach, School Counselor, Parent Coordinator, Wilson Program, Lexia Program, Achieve 3000, Math Minds website, Professional Development, Additional prep coverage, F-Status Staff										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By January 31,2016 100% of teaching staff will have received at least one rating of “effective” or higher on Danielson component 4e (Growing and Developing Professionally) as evidenced in formal or informal observations.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Assessment:

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

Strengths:

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

Priority Needs:

QR finding: “Ensure that all teachers understand how students learn best so that all learners are challenged to achieve at high levels.” (create more teacher teams)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will receive “Well-Developed” on quality 4.1 (Teacher Observation, Feedback and Support) as measured by the Principal Performance Observation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Ongoing and sustained professional development to assist teachers in understanding how students learn best and how to challenge students at all levels. • Ongoing professional learning experiences provided by administration and coach to provide staff with concrete examples of how to engage students and “facilitate” learning. 	<p>All staff</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principal Coach</p>
<p>Strategies:</p> <ul style="list-style-type: none"> - Special needs and ESL staff meet weekly with Assistant Principal and Coach to view student work and determine “next steps” in instruction. - Push-in special education and ESL supports are provided to students in their classrooms. 	<p>Special needs ESL</p>	<p>9/15-6/16</p>	<p>Assistant Principal Coach</p>
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> - Parents/Guardians are provided with hands-on workshops by the Coach to inform them of the curriculum, the standards, their child’s IEP and supports that they may provide to increase their child’s academic achievement. - School Counselor works closely with the students and their families ensuring that parents/guardians are keep abreast of their child’s progress in meeting their goals. - Parent Coordinator keeps parents/guardians informed of school events, important information, and class websites. 	<p>All parents</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principal School Counselor Coach</p>
<p>Trust:</p> <p>School will continue to include parents/guardians in school events, keep them apprised of their children’s progress, and invite them to share information/their talents with us and the school community.</p>	<p>All parents</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principal Coach</p>

			Staff
			School Counselor
			Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Assistant Principal, Coach, School Counselor, Teaching Staff, Parent Coordinator

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 31, 2016 the school will conduct an internal assessment by examining “Next Steps” to determine if teachers have:
- Made children accountable for their own learning
- Integrated other content areas into their lessons
- Carefully and extensively planned and prepared for each lesson
- Selected a “rationale” for the lesson
- Identified the “Learning Intention” & the “Success Criteria”
- Began with “the end in mind”
- Ensured that lessons are “student-directed” with students doing “most of the talking/questioning”

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- School has strong ties with the Jewish Community Center, Staten Island Mental Health, and with the local leaders in the community.
- School utilizes the “Staten Island Mental Health Reading Volunteer Program” and has several parent/guardian/community volunteers working one-to-one with many students.
- NYC School Survey Report Findings:
- 98% of parents/guardians feel welcome at the school
 - 100% of parents/guardians feel that the school communicates in a language that they can understand.
 - 95% of parents/guardians feel that the school is responsive to parent feedback.
- QR Findings:
- Parents/Guardians indicated that administrators and teachers are approachable and that they are kept abreast of their children’s progress and achievements.
 - Parents/Guardians expressed that “The administration and the school counselor knows every child individually,” and that the school “will do anything for their children”.
- School Activities:
- Invite and celebrate parents/guardians at our “Monthly Assemblies”.
 - Invite parents/guardians to various “classroom celebrations”, to “visit classrooms to observe instructional practices in all content areas” and to “attend multiple workshops” that are given based on responses given from “Parent Surveys”
- Only 89% of the parents/guardians with children who have an IEP are satisfied with the educational planning and IEP development process at the school. (NYC School Survey findings)
- School needs to work more closely to assist parents/guardians with the IEP process and ways in which the school works to achieve the IEP goals. (NYC School Survey findings)

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Assistant Principal, Special Needs Coach, School Counselor, and Service Providers will hold monthly meetings to address all of the components of the IEP and to collaboratively work on understanding and creating the goals for their children with an emphasis on understanding and achieving the Common Core State Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development will be given to parents/guardians of students with IEP's to enable them to:</p> <ul style="list-style-type: none"> - Comprehend the components of the IEP - Contribute to the goals - Understand the various services and resources that are available - Understand the standards and how to work with their children to achieve the standards 	<p>Parents/guardians of students with an IEP</p>	<p>9/15-6/16</p>	<p>Assistant Principal Coach School Counselor Classroom teachers Related Service Providers</p>
<p>Special needs students are provided with multiple supports including: one-on-one tutoring during the school day, multi-sensory devices and equipment, push-in related services, and academic intervention.</p>	<p>Special needs students</p>	<p>9/15-6/16</p>	<p>Coach Classroom teachers Related Service Providers</p>
<p>Increase parent involvement/engagement:</p>	<p>Parents/guardians of students with an IEP</p>	<p>9/15-6/16</p>	<p>Assistant Principal Coach</p>

- Smaller group meetings to address their child's individual needs One-on-one assistance to help them understand how to help their child.			School Counselor Classroom teachers Related Service Providers
Trust: Keep parents/guardians informed of their child's progress toward meeting their IEP goals and "next steps".	Parents/guardians of students with an IEP	9/15-6/16	Assistant Principal Classroom teachers Related Service Providers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assistant Principal, Coach, School Counselor, Service Providers, including classroom teachers											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> By January 31, 2016 3 meetings will have been held to address the formation and components of the IEP, the rationale for the IEP goals, and strategies to assist in helping their children meet these rigorous goals.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Standardized Test data Benchmark Assessments Classroom assessments F&P data (Reading and Writing) Writing pieces – published and non-published Lexia data Achieve 3000 data Conference notes Teacher observation	Program Program Wilson Program Achieve 3000 Great Leaps Being a Writer New Heights Interactive SMART Board Activities/Games	One-to-one Small group	During the school day After school
Mathematics	Standardized Test data Classroom assessments Benchmark Assessments Exemplars Math Minds data Conference notes	Math Solutions’ strategies Great Leaps Everyday Math games Moving With Math Interactive SMART Board Activities/Games	One-to-one Small group	During the school day After school

	Teacher observation			
Science	Standardized Test data Classroom assessments Benchmark Assessments Conference notes Teacher observation	Harcourt Science (not used in classroom instruction)	Tutoring	During the school day
Social Studies	Classroom assessments Conference notes Teacher observation Writing pieces	Harcourt Social Studies (not used in classroom instruction)	Tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral Parent referral PPT recommendation SIT recommendation	Full-time school counselor Resiliency Program	One-to-one Small group	Before the school day During the school day After-school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>All teachers are placed in their designated license area/grade.</p> <p>Professional Development is differentiated and ongoing to support teachers in their acquisition of "best practices" in line with Danielson Domains 3 & 4.</p> <p>Professional Development is aligned with data obtained from the Danielson observations conducted throughout the year.</p> <p>Professional Development is ongoing, research-based and aligned with our current Units of Study in both ELA and Math.</p> <p>Staff is provided with models of "best practices" and staff sharing is an integral part of our professional learning community.</p> <p>Inter-visitation is embedded into our professional culture and teachers are provided with multiple opportunities to observe lessons and provide feedback to one another.</p> <p>Teachers have multiple opportunities to meet during their common prep periods.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff receives ongoing, sustained professional development in:</p> <ul style="list-style-type: none"> - Designing lessons that promote student thinking, discussion, and engagement - Looking at student work to determine proficiency levels with a "normed rubric"

- Planning “next steps” for: teacher practice, student achievement
- Sharing of “best practices”
- CLOSE Reading
- Hands-on Mathematics
- Integration of many content areas into a “Unit of Study”

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Weekly data meetings are used to conduct professional development as well as to identify students who are struggling and research strategies, materials and programs that will best meet every child’s needs. Teachers and

administrators select and review assessments and determine which best meets the needs of every student in their class.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	145,059.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,937,964.00	X	

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R065**

School Name: **Academy of Innovative Learning**

Superintendent: **Anthony Lodico**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We currently have 22 families that require Spanish translation and interpretation services, two families that require Chinese translation and interpretation, and one family that requires translation and interpretation services in Arabic.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 65 continually translates important documents and/or information throughout the year for the parents. These include: handbooks, newsletters, calendars, parent-teacher announcements, after-school program information, New York State testing dates (for: ELA, Math and the NYSELAT, workshop information and dates, letters from the school leadership, school bulletins, school website that contains important information.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face-to-face meetings our school will typically have with parents throughout the school year include: parent-teacher conferences that occur throughout the year (about 4); curriculum nights that occur in the beginning of the school year; individual conferences held with teachers and parents; guidance counselor calls to parents, IEP meetings throughout the year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

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

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service by handing out the translation and interpretation brochure, and email notices.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will use parent surveys to gather feedback from parents on the quality and availability of services.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal Sophie Scamardella	Assistant Principal Carolyn Reilly
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Caroline Coraci	School Counselor Elizabeth Rodriguez
Teacher/Subject Area Rosangela Provenzano 2/3	Parent Sara Irizarry
Teacher/Subject Area Keri Kielty 1/2 sp. ed.	Parent Coordinator Norma Santaliz
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	365	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	12	0	3	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

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	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	0																			

* EP=English proficient student

Dual Language (ELLs/EPs) 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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	2	2	2	3	3									0
Chinese														0
Russian		1												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)		1												0
Transitioning (High Intermediate)		1	2	2										0
Expanding (Advanced)	6		1											0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	1	0	2	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				0
4	0				0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2								0
4	0								0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - Classroom teachers utilize DRA 2, running records, conference notes and informal observations to assess the early literacy skills of ELLs. These assessment tools will help to identify specific student needs and align instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? According to the Spring 2015 NYSESLAT, three kindergarten students scored at the commanding level, one 1st grader scored at the commanding level, three 1st graders scored at the expanding level, one second grader scored at the emerging level and one at the transitioning level, one third grader scored at expanding level and one at transitioning emerging level, two 4th graders scored at the transitioning level, and one scored at the expanding level. For the students who took the NYSITELL, two kindergarten students scored at the expanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Annual Measurable Achievement Objectives (AMAOs)

AMAO 1:
Percentage of Students Making Progress in English as determined in one of three ways:

 - advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years ;
 - making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years ; or
 - scoring at the intermediate level or above on the NYSESLAT for students with one data point.

For the 2014-2015 NYESELAT, results show that 72% of our ELL students achieved AMAO 1. This figure exceeds the 66.4 percentage of students required to make progress in English in order for an LEA or consortium.

AMAO 2:

Percentage of Students Attaining English Language Proficiency:

• attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

For school year (SY) 2014-2015, the percentage of students required to attain English language proficiency in order for an LEA or consortium to make AMAO #2 is 14.3.

36% of the students achieved AMAO 2 by scoring proficient on the 2015 NYSESLAT. This figure exceeds the 14.3 percentage of students required to make progress in English in order for an LEA or consortium.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - 4a. The patterns across proficiencies and grades show that there are 30% of students at the commanding level, 40% of the students at the expanding level, 30% are at the transitioning level, .5% are at the emerging level. The ELL students in PS 65 do not take tests in their native language, therefore, we cannot make comparisons between English and native language tests.
 - 4b. ELL Periodic Assessment results will be shared with all teachers of ELL students so that each teacher can pinpoint the weaknesses of each ELL student and address their acadmic needs.
 - 4c. The Periodic Assessments provide information about individual students and detail problem areas. The information is used to plan appropriate instructional pieces to address these needs.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
 5. Based on our data, we will pinpoint our individual ELLs academic needs and provide instruction in accordance to the RTI framework. We will provide rigorous and evidence based curriculum and English language development supports in the Tier I instructional model in both the regular classroom and the ESL program. If we see some students struggling, we will provide them with Tier II instructional supports such as , extra attention and more diffentiated activities to help and guide them so thate they can get the most support in their academic studies. If a student still needs additional support after the Tier I and Tier II instruactional supports have been implemented those students will be targeted as receiving Tier III insructional supports, which include intensive and individualalized instruction (small group or 1:1 support).
The support services provided must be aligned to any intervention plans (e.g., Academic Intervention Services) the school is already providing to all students. There are RTI resources for ELL educators on the DELLSS' website.
6. How do you make sure that a student's new language development is considered in instructional decisions?
 6. We will make sure that a child's second language development is considered in instructional decisions. For example: having bilingual dictionaries and glossaries available for them. Also, by incorporating the "buddy system", which is having an ELL student pair up with another student who speaks the same native language so that he or she can explain directions and other classroom activities in their own native language to the ELL student.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g, meeting AYP for ELLs).
 8. We will evaluate the success of our program with ELLs by analyzing the results of the NYSESLAT exam and comparing results of each child from year to year to see if the child is progressing to the next level (example: from low intermediate/emerging to intermediate/transitioning level); and also look at state test results (ELA and Math State tests) to see if the ELLs are progressing and conferring with the ELL's classroom teachers to see how they are progressing in the classroom.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

1. There are 4 steps followed for the initial identification of Ells. These 4 steps and placement into to the ELL program chosen by the parent must be completed within 10 school days (20 for students entering with IEPs). The 4 steps are: 1) The administration of the K-12 Home Language Identification Survey (HLIS), which includes an interview with the student and parent in English and the home language. 2) determination of eligibility to take the New York State Identification Test for Ells (NYSITELL), 3) the administration of the NYSITELL, 4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

The 4 steps are further explained. For step 1, a school must administer the HLIS to determine the student’s home language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and students in English and the home language. A student is considered to have a home language other than English when 1) the parent/guardian has checked "Other" for at least one box in the first section (questions 1-4) and 2) at least two boxes in the second section (questions 5-8), and 3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Over the phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. A licensed pedagogue will complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens. The licensed pedagogue at PS 65 is Caroline Coraci, certified ENL teacher. If the ENL teacher is not proficient in the student’s or parent/guardian’s home language then we will utilize a pedagogue in the school (example: a DOE teacher or administrator who speaks their language to help fill out the HLIS and conduct the interview. If there is no pedagogue who speaks their language in the school then we will call the DOE’s Translation and Interpretation Unit for assistance. The original completed HLIS forms will be placed in the student’s cumulative file. The ENL teacher keeps a copy.

Step 2 is the determination of NYSITELL eligibility. In this step, for students whose home language is not English, the school must administer a more in-depth interview with the students, review his/her school work if possible, and review the IEP (if applicable), (whether the students should take the NYSITELL). The interview will be in both English and the home language. A school determines the eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL identification terminates at this step; if the student is eligible to take the NYSITELL, we continue to step 3.

Step 3 is the administration of the NYSITELL. Schools must print the NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into the ATS via the attendance scanner within 10 school days of enrollment. Principals must order NYSITELL exams through the NYSED portal. The NYSITELL will be administered to the students by the certified ENL teacher, Caroline Coraci. Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL an ELL status using the NYCDOE standard notification letters (in the parents’ preferred language), which are available for download: Entitlement letter, Non-Entitlement Letter, Continued Entitlement Letter. The NYSITELL may be administered to students entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15.

Step 4 is administering the Spanish LAB. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. Schools must print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond this window will result in noncompliance.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

2. Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are: Newly

identified ELLs and in grades 3 to 9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results.

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

3. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

For PS 65, our LPT team members are: Carolyn Reilly, Vice Principal, Caroline Coraci, ENL teacher, Linda Deighan, school psychologist, Elizabeth Rodriguez, guidance counselor, child's parent or guardian.

A qualified interpreter or translator will be present at LPT meetings when needed.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

The teacher (see above)

The student's history of language use in home or community

The student's involvement in activities outside of school (e.g., sports, clubs, etc.)

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2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

If the LPT determines that the student may have second language acquisition needs, the LPT must make a determination as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

If the LPT determines that the student may have second language acquisition needs, the LPT must make a determination as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 51) must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

4. The ENL teacher is responsible to prepare and distribute the entitlement and non-entitlement parent notification letters within 5 school days after the NYSITELL is scanned and score is determined.

These entitlement letters are available for download, and we make sure the letters are given according to the parents' preferred languages. The ENL teacher retains a copy of the letters that were sent to the parents/guardians in her ENL binder and the dated and signed letters are retained in the student's cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

5. Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The parents are informed of this new rule at the Parent Orientation meeting, and the ENL teacher will explain this right to appeal ELL status within 45 days of enrollment.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

6. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the NYSITELL, the parent receives the Entitlement Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection

Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation for Newly Enrolled ELLs. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parent's language of choice or through the use of the DOE Over-the-Phone Interpretation Service. This cycle is ongoing throughout the school year as new students who are eligible for English Language Learner services are admitted.

The ESL teacher, Parent Coordinator, and staff fluent in the parents' languages of choice conduct the Parent Orientation. Parents are provided an agenda for the orientation in their language of choice. At the parent orientation, parents are informed of the 3 instructional models (Transitional Bilingual Education, Dual Language, English as a New Language). Parents are also shown the New York City Department of Education Parent Orientation video for parents of newly enrolled English Language Learners, which is available online and explains the 3 program options in their home language. Parents are informed that at the conclusion of the orientation they must select one of three ELL programs offered and fill out the Parent Survey & Selection Form. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Questions and concerns are addressed by the ESL Teacher, to make sure the parents understand all three program choices (Transitional Bilingual Education, Dual Language, and ESL). If necessary, the school will utilize the DOE Over-the-Phone Interpretation Service to facilitate this process.

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

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
7. PS 65 reaches out to parents to ensure Parent Surveys and Program Selection forms are filled out and returned by inviting parents to the ELL Parent Orientation meeting. At this meeting, the ENL teacher explains the 3 program choices, as stated in question 6, and then she hands out the Parent Survey and Program Selection forms to the parents to fill out at this meeting and the ENL teacher collects the signed forms and places them in the student's cumulative folder and she retains a copies in her files.

If a parent is unable to attend the scheduled Parent Orientation, the ENL Teacher, Parent Coordinator, or a pedagogue fluent in the home language of the family contacts the parent by phone and a make-up session is scheduled for the earliest date that is convenient for the parent. If necessary, the DOE Over-the-Phone Interpretation Service will be utilized to facilitate this process. An orientation as described above is conducted at the make up session, including a viewing of the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice and the question/answer/discussion portion of the meeting among the parent, ENL Teacher, Parent Coordinator, and pedagogues fluent in the parent's language of choice to ensure that the parent understands all three program choices and can make an informed decision for their child's placement in an ELL program. Again, the DOE Over-the-Phone Interpretation Service will be utilized if necessary. The parent then completes and signs the Parent Survey and Program Selection Form. The ENL teacher collects the form, files it in the

child's cumulative record folder, and maintains a copy of the form in the ENL Compliance Binder in the ESL Room. The ENL Teacher then enters the parent program selection as indicated on each child's completed and signed Appendix D into the ELPC function on ATS.

If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. PS 65 will document and include attempts to gather initial parent selection preference; the documentation will be maintained using existing procedures established by the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

8. At PS 65 the ENL teacher, Caroline Coraci, monitors the return of the Parent Survey and Selection forms. She invites the parents/guardians to the Parent Orientation meeting and at this meeting, as stated in the previous question, the parents fill out the Parent Survey and Selection forms. If a parent/guardian cannot make the Parent Orientation meeting that Mrs. Coraci has set up, then she will call the parent and have them come in another day as soon as possible (within the 10 school days that the child has registered). At the re-scheduled meeting, the ENL teacher will again review all the 3 program models with the parents and have the parents pick their program choice and fill out the Parent Survey and Program Selection forms. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. PS 65 will document and include attempts to gather initial parent selection preference; the documentation will be maintained using existing procedures established by the school.
9. Describe how your school ensures that placement parent notification letters are distributed.

9. The ENL teacher, Mrs. Coraci, will make sure the placement parent notification letters are distributed. Once the student's program has been determined based on the parent's preference on the Parent Survey and Program Selection form, Mrs. Coraci will send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. The dated and signed copies of the Program Placement letters will be placed into the child's cumulative record folder. The ENL teacher will keep copies in her ENL binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

10: At PS 65, the ENL teacher, Mrs. Coraci, makes sure that all ELL documentation for each child is properly filed. For instance, the original HLIS document, signed and dated Parent Survey and Selection Form, and Program Placement letter is kept in the child's cumulative record folder, and a copies of each along with copies of the Entitlement letters and Continued Entitlement letters are placed in Mrs. Coraci's ENL binder, which is maintained in her room (rm 306) and the principal & vice principal has access to it.
11. 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.

11. Each year, the ESL teacher will run the RLER report on ATS to acquire all the names of students who are eligible to take the NYSESLAT. She will also make sure that any new ELL students who have taken the NYSITELL and are eligible to receive ENL services are also included as being eligible to take the NYSESLAT. When it is time to administer the sections of the NYSESLAT, the ENL teacher will follow the time frames (dates) given by the Dept. of Education as to when to administer each section: Speaking, Listening, Reading and Writing. She will administer the NYSESLAT in a separate classroom away from any extraneous noise and will hang up a testing sign to ensure that all staff and students are aware that a test is being administered. She will also make sure all of the ELL students are administered each section of the NYSESLAT and all guidelines are followed for each section.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

12. Each year, at the start of the school year in September, the ENL teacher, Mrs. Coraci, will run the RLAT report on ATS and acquire all the names of ENL students and the results of their NYSESLAT exam. If the students did not pass the NYSESLAT then they are entitled to ENL services. The ENL teacher will send the Continued Entitlement Letters to parents of the students who continue to be entitled to ENL services. Letters will be sent to parents before the beginning of the school year or before September 15th.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Program Choices, 2011-2015

	ESL	TBE	DL
2011-2012	1	0	0
2012-2013	2	0	0
2013-2014	2	0	0
2014-2015	5	0	0

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Our ELL students' instruction is delivered through a combination of integrated and standalone ENL services. The certified ENL teacher collaborates with the classroom teacher in order to plan and implement instruction during scheduled integrated ENL services. For ENL standalone services, students are grouped heterogenously within a two grade span, except for ELL students in special education classes.

In order to move towards an organizational model that fulfills the CR Part 154 requirements for English as a New Language, the administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teacher is able to service students through integrated ENL services as much as possible . However, since the ENL Teacher is itinerant, our organizational model must rely somewhat upon standalone services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support. The administration plans to continue to structure future class lists so that all the ELLs on a grade are placed in the same classroom, to the fullest extent possible, in order to ensure that the majority of ELL students can be serviced by following the breakdown of total ENL minutes as per CR Part 154 requirements for ENL services.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 2. Beginning in September 2015, there are 5 proficiency levels for ELLs based on the NYSITELL and NYSESLAT; the fifth level, proficient/commanding continues to indicate the student is not an ELL. According to CR Part 154 requirements for English as a New Language, grades K-8, the total minutes of ENL instruction are as follows: Entering and Emerging levels need 2 units of study per week (360 minutes); Transitioning and expanding levels need 1 unit of study per week (180 minutes); Commanding level needs .5 units of study per week (90 minutes). Also, former ELLs need .5 units of study per week (90 minutes). The school ensures the mandated number of instructional minutes is provided according to proficiency levels in each program model by first having a certified ENL teacher, Mrs. Coraci, cover the ENL instructional program. Also, the administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ENL teacher is able to service students through integrated ENL services as much as possible. However, since the ENL Teacher is itinerant, our organizational model must rely somewhat upon standalone services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support. The administration plans to continue to structure future class lists so that all the ELLs on a grade are placed in the same classroom, to the fullest extent possible, in order to ensure that the majority of ELL students can be serviced by following the breakdown of total ENL minutes as per CR Part 154 requirements for ENL services.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

5. All of the ELLs will take the NYSESLAT in the spring . This will assess what level each has achieved in each of the four modalities: reading, writing, listening and speaking. Also, all students, including students in grades K to 2 will be evaluated through the TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; Balanced Literacy which uses guided reading and small group instruction which help to evaluate reading, writing and listening skills; teacher created exams will assess reading and math skills. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART and ELL Periodic Assessment for the ELL students. All of these assessment tools will help to evaluate English language acquisition in all four modalities throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
6. Instruction is differentiated based on the individual child's English language proficiency in each of the five modalities, as well as what is developmentally appropriate for the child's age and grade level. The coach, AIS teachers, and related service providers offer assistance in differentiating instruction to meet the needs of a multi-age class with mixed proficiency levels and diverse needs to ensure that additional appropriate strategies, methods and approaches are integrated into the ENL program

a) We are currently not servicing any SIFE students. In the event that we need to provide service to a SIFE student, the student will be assessed and provided with the required ENL instruction in addition to any other intervention services found to be necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program, Achieve 3000, Raz Kids, and/or LEXIA, Soliday, Foundations RTI program, Wilson Reading Program for grades 3-5, participation in the after-school tutoring program, parent support workshops or other available support services. Additionally, the ENL teacher, classroom teachers, coach, AIS teachers, and related service provider(s) would collaborate to ensure that the academic and language learning needs, as well as additional special needs, of all SIFE students are addressed.

b) Newcomers receive targeted instruction in the four modalities through integrated and standalone ENL services, as well as benefit from the continued collaboration among the ENL Teacher, classroom teachers, coach, related service provider(s) and

AIS teachers to ensure that each ELL's academic and language learning needs, as well as additional special needs, are addressed. We currently have six ELLs in the testing grades. The students receive additional academic and linguistic support through participation of intervention services that are available at the school such as, Foundations RTI, Wilson reading program, Achieve 3000, Raz Kids, and LEXIA. Newcomers in testing grades will also receive the testing accommodations mandated for ELLs by New York State, which will also be extended to former ELLs for up to two years after scoring proficient on the NYSESLAT. Parent meetings of current and former ELLs in the testing grades will also be conducted in the parents' languages of choice to ensure that parents are aware of the testing requirements and to address their questions and concerns. Since NCLB now requires ELA testing for ELLs after one year, ELLs in this subgroup will receive additional services based upon his or her academic and linguistic needs, such as one on one tutoring through the Reading Volunteer Program, participation in an AIS program, Foundations RTI program, Wilson Reading Program for grades 3-5, Raz Kids, and/or LEXIA, Soliday, participation in related service(s), after-school tutoring program, parent support workshops or other available support services.

c) Developing student instruction will be supported through differentiated instruction designed to enable each student to achieve individual goals related to academics, language, and other special needs. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program, Foundations RTI program, Wilson Reading Program for grades 3-5, Achieve 3000, Raz Kids, LEXIA. Soliday, participation in related service(s), after-school tutoring program, parent support workshops or other available support services.

d) PS 65 does not currently have any Long Term ELL students. In the event that we need to provide service to a long term ELL student, the student would be provided with the required ENL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program, Foundations RTI, Raz Kids, LEXIA, Soliday, Achieve 3000, participation in related service(s), inclusion in the After-school program, parent support workshops or other available support services. Additionally, the ENL teacher, classroom teachers, coach, related service provider(s) and AIS teachers would collaborate to ensure that the academic and language learning needs, as well as other special needs, of all LTE students are addressed.

e) Former ELLs will be supported in instruction by receiving integrated ENL services for 90 minutes per week. During the integrated ENL services, the ENL teacher will collaborate with the classroom teacher and come up with strategies that will help the former ELL student succeed in ELA, Math and content subjects. Also, for 2 years after the former ELL students pass the NYSESLAT, (reach the Commanding level), they will get additional time (time and a half) on the ELA exam in the spring.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
 7. Our school insures that a student's academic progress has not been adversely affected by the re-identification progress. The principal will consult with a qualified staff-member (ENL teacher or student's regular classroom teacher, or both; the parent/guardian of the student, and student) to determine that his/her academic progress has not been affected by the determination. This is done between 6 and 12 months from the date of the superintendent's notification to the principal, parent/guardian, and/or student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. 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?
 8. ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ENL instruction in addition to any special education services needed. ENL instruction is differentiated in order to meet the special needs of individual students, increase academic achievement, and support language acquisition. Paraprofessionals assigned to Special Education ELLs accompany their students during standalone ENL services. Additionally, the ENL teacher, classroom teachers, paraprofessionals, coach, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL-SWD students are addressed, as well as other special needs. Additional services to which ELL-SWDs are entitled include one on one tutoring through the Reading Volunteer Program, participation in an AIS program, Achieve 3000, Raz Kids, Foundations RTI, Wilson Reading Program for grades 3-5, LEXIA, participation in

related service(s), inclusion in the after-school tutoring program, parent support workshops or other available support services.

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

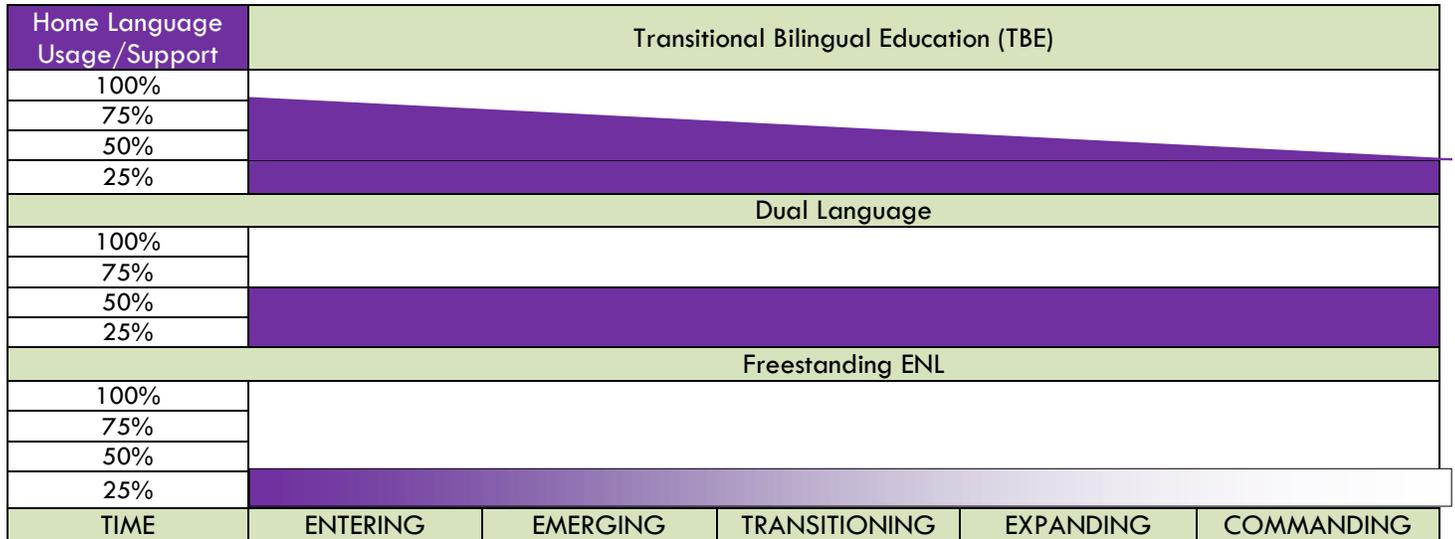


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
10. The AIS teacher provides targeted intervention services in ELA and Math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sonday, and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such interactive software programs utilized in the AIS program include Raz Kids, and LEXIA. Additional intervention services available include one-to-one tutoring through the Reading Volunteer Program and inclusion in the afterschool program, Foundations RTI, Wilson Reading Program for grades 3-5. Parent support workshops are also offered periodically. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, SIFE, developing, and ELLs with special needs will be recommended based upon individual needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. Our current ENL program meets the need of our ELL population in both content and language development. We can see the effectiveness through the NYSESLAT results. Every year the results show that many of our ELLs move up a level or become proficient, this proves that they are progressing in the language development. Also, the ENL teacher ensures the ELLs are receiving content development because she frequently confers with ELLs' regular classroom teachers and makes sure the ELL lessons support the content they are currently learning in their respective grades/classrooms.
12. What new programs or improvements will be considered for the upcoming school year?
12. PS 65 uses Wilson certified teachers, LEXIA, a reading software program that supports the teaching of primary reading skills in school and at home and Achieve 3000, a computer program implemented during literacy periods.
13. What programs/services for ELLs will be discontinued and why?
13. No ELL services or programs have been discontinued. PS 65 continues to provide the same programs and services for ELLs that have been in place from previous years.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, including Afterschool program for ELA and Math review, Reading Volunteer Program, and AIS programs. All school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families. Additionally, such information is posted in the native languages of our families on the school website. These measures ensure that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff. Since PS 65 enrolled fewer than 30 ELLs during the previous school year, PS 65 was not granted funds to operate a Title III program this school year. Therefore, the only after school and supplemental services available to ELLs are those described above, which are open to all PS 65 students regardless of ELL status.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
15. The current instructional program includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, realia, pictures, smartboard, music and movement and employs a broad range of literacy strategies to support the ELL student. In addition, resources that align with Foundations and Harcourt Math are utilized to reinforce what the children are learning in class. Sonday, and interactive software such as LEXIA, Raz Kids, and Achieve 3000 are utilized to support the academic progress and achievement of ELLs. ELLs also have access to a variety of language learning software such as Kidspiration, a literacy and numeracy software designed for English Language Learners, all of which is compatible with Smartboard technology.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. Books, dictionaries, and materials in the students' native languages are utilized in the ENL classroom to provide Native Language Support. Additionally, whenever possible, newcomers are assigned a "buddy" who is fluent in the newcomer's home language and English to assist the newcomer as he or she adjusts to the new school setting. Multicultural studies are also integrated into the ENL curriculum.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. Required services support and resources correspond to ELLs' age and grade levels by having the teachers who provide academic intervention services to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

18. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as inclusion in parent workshops, school tour, program review, and access to supplemental materials in English and/or the native language appropriate for the child are made available. For instance, the parent coordinator, Norma Santaliz provides parent workshops throughout the year in their native language, which is mostly Spanish. The full-time school counselor, Elizabeth Rodriguez, offers her time to answer parental concerns and she keeps in contact with newly enrolled ELLs throughout the year to ensure that they are having a smooth transition into their new school. Any oral and written communication will be provided in the parent's language of choice.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. PS 65 provides Professional Development and support for all school staff. Professional development for all personnel working with ELLs (including the ESL Teacher, General Education teachers, Special Education teachers, cluster teachers, AIS teachers, coach, paraprofessionals, guidance counselor, psychologist, occupational/physical therapists, speech therapists, secretaries, parent coordinator, and administrators) will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops. Examples of professional development includes: Souday and Guided Reading training for Paraprofessionals every Monday; Ongoing Professional Development in RTI, Foundations, Writing Maps, Learning Intentions (Success Criteria). Writing and grammar focus PD for September and October. Verb PD focus for November and December. Parent workshops on benchmarks are given every other month.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 2. Our school offers professional development to teachers of ELLs and all other teachers in supporting ELLs as they engage in the Common Core Standards. This professional development includes: Aligning Curriculum to the Common Core Standards, Benchmarks, Checklists, Standards of "High Quality Work", Generating Assessment Materials for Parents/Guardians, Analyzing the Danielson Framework: for example: Danielson's domain 3 (questioning techniques), faculty meetings, grade-level meetings, UDL (Universal Design for Learning), Text complexity, Souday.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Support that will be provided as we transition our ELLs to middle school will include meetings with the ELL staff members and parents to get information about various middle schools. For example, PS 65 invites the Director of Enrollment, to come in and give workshops on middle schools. We also take trips to the middle schools. Also, our Vice Principal, Carolyn Reilly and guidance counselor, Elizabeth Rodriguez offer advice to parents as to which middle schools best suit their child, help with the application process, and open house information. Our Parent Coordinator, Norma Santaliz, distributes flyers which are translated into different languages to inform parents of upcoming open houses. She also inputs student information into SEMS so that the middle schools will receive it and then the schools will let us know if a student is missing information such as taking a special exam to enter a school. Our school guidance counselor, Elizabeth Rodriguez, offers support to our ELL students and all other students as they transition from elementary to middle school by speaking to students to try to and ease their anxiety in this transition. She is also available to speak to them privately to answer any questions or concerns they may have.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. As per CR Part 154.2, all staff will receive at minimum 15% of total hours for professional development requirements in ENL specific professional development. The ENL-specific professional development for bilingual education/ENL teachers will be 50% of the total professional development. This will be achieved through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as, the Division of English Language Learners and Student Support (DELLSS), NYS TESOL, NYSABE. The school will maintain a record of each staff member's attendance at such workshops.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

1. Our school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency results, and language development needs in all content areas. The ENL teacher conducts these meetings throughout the year. She will meet with individual parents and sometimes sponsor a workshop for ELL parents. For example, in the spring the ENL teacher will conduct a workshop for parents and their children on explaining the NYSESLAT and what parents and children can do to help prepare for it. Translation is available during these meetings. For example, our Parent Coordinator, Norma Santaliz, provides Spanish translation. If we need any other language translated we will ask parent volunteers to translate or if no one is available, we will utilize the DOE Translation and Interpretation Unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

2. The ENL teachers keeps written records for annual individual meetings with ELL parents as well as outreach to ensure parents needs. The ENL teacher writes the names, dates and time in a log book for all meetings and outreach (phone calls, etc...) and keeps copies of letters sent home. Important forms such as the Home Language Identification Survey and Parent Survey & Program Selection Form will be filed in the student's permanent record folder; copies of these forms and other letters will be kept by the ENL teacher in her ELL binder.

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

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

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

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

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

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

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the

ENL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov.

Several times each year, the ENL Teacher and Parent Coordinator conduct workshops and meetings for the parents of ELLs and former ELLs, with the assistance of staff who are fluent in the parents' languages of choice or the DOE's Over-the-Phone Interpretation Services if necessary. These sessions include, but are not limited to, the following: Parent Orientation of Newly Enrolled ELLs, Fall Workshop on ESL Program Expectations, Spring Workshop on Strategies for Preparing Students for the NYSESLAT, and June Workshop on Strategies for Assisting ELLs in Maintaining Progress Throughout the Summer. Other workshops offered to parents include: "Family Math Game Night", in this workshop parents and children get to reinforce math skills and problem solving strategies by playing math games. Parents are also allowed to take home math kits to continue to be involved with their children's math skills development. There are also parent workshops during PTA meetings given by teachers. Topics include: vocabulary development, test preparation, using the word wall, sight words, text complexity, etc.

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

5. How do you evaluate the needs of the parents?
5. We evaluate the needs of parents by having the Parent Coordinator be the facilitator. The Parent Coordinator's role is to keep in touch with parents and see where their needs are. For example, she hand out surveys at the end of every meeting or workshop that give the parents an opportunity to evaluate the workshop; complete a check-off list of possible topics parents will be interested in and blank lines for parents to fill in with subject matter that is not listed so that the school can plan various meetings/workshops to accommodate the parents' needs and wishes.
Translation Services Available:
For parents who speak another language and have difficulty in communicating we have translators available in our school who help in the translation: Norma Santaliz, Parent Coordinator, speaks Spanish. We have used the Translation and Interpretation Service whenever we did not have a translator available. For parents who request written information in a different language we will provide them with materials in their home language.

6. How do your parental involvement activities address the needs of the parents?
6. Our parent involvement activities reflects the wishes and needs of our parents. We try to accommodate the requests that they write on parent surveys or requests that they voice during PTA meetings, with teachers, Parent Coordinator, and administration. The Parent Coordinator will review their surveys and requests and she will try to put together and implement as many activities as possible as per their requests. P.S. 65 values and respects the parental involvement in the decision making of their children's education. As a result, parents are provided with an orientation. This orientation focuses on providing parents with information about the school and explains the program available at P.S. 65. For students who enter the school for the first time, the Home Language Survey indicates those students who are to be assessed with the NYSITELL. Once the ELL population is determined, parents are invited to a Parent Orientation to discuss programs available and which program P.S. 65 has to offer. Additionally, parents are provided with an explanation of the Common Core Standards, the core curriculum, assessment and students' expectations. Translation is available for meetings. For example, our Parent Coordinator, Norma Santaliz, provides Spanish translation. If we need any other language translated we will ask parent volunteers to translate or if no one is available, we will utilize the DOE Translation and Interpretation Unit.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: PS 65 Academy of Innovative L.

School DBN: 31R65

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sophie Scamardella	Principal		9/11/15
Carolyn Reilly	Assistant Principal		9/11/15
Norma Santaliz	Parent Coordinator		9/11/15
Caroline Coraci	ENL/Bilingual Teacher		9/11/15
	Parent		
Rosangela Provenzano 2/3 sp ed	Teacher/Subject Area		9/11/15
Keri Kielty 1/2 sp. ed.	Teacher/Subject Area		9/11/15
	Coach		
	Coach		
Elizabeth Rodriguez	School Counselor		9/11/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: #INGEST ERROR!

School Name: **Academy of Innovative Learning**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

3. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

4. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We currently have 22 families that require Spanish translation and interpretation services, two families that require Chinese translation and interpretation, and one family that requires translation and interpretation services in Arabic.

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

Part B: Creating a Communications Calendar

3. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 65 continually translates important documents and/or information throughout the year for the parents. These include: handbooks, newsletters, calendars, parent-teacher announcements, after-school program information, New York State testing dates (for: ELA, Math and the NYSELAT, workshop information and dates, letters from the school leadership, school bulletins, school website that contains important information.

4. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face-to-face meetings our school will typically have with parents throughout the school year include: parent-teacher conferences that occur throughout the year (about 4); curriculum nights that occur in the beginning of the school year; individual conferences held with teachers and parents; guidance counselor calls to parents, IEP meetings throughout the year.

Part C: Providing Language Assistance Services

3. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

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

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

4. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service by handing out the translation and interpretation brochure, and email notices.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will use parent surveys to gather feedback from parents on the quality and availability of services.