

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X065

School Name:

P.S. 065 MOTHER HALE ACADEMY

Principal:

JASMINE GONZALEZ

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Mother Hale Academy / PS 65x School Number (DBN): 07X065
Grades Served: PK - 5
School Address: 677 East 141st Street Bronx, New York 10454
Phone Number: 718-292-4628 Fax: 718-292-4695
School Contact Person: Jasmine Gonzalez Email Address: JGonzalez@schools.nyc.gov
Principal: Jasmine Gonzalez
UFT Chapter Leader: Jewan Baboolal
Parents' Association President: Robert Faris
SLT Chairperson: Jasmine Gonzalez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Carmen Marcano
Student Representative(s):

District Information

District: 7 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Avenue, Bronx, New York 10454
Superintendent's Email Address: YTorres5@schools.nyc.gov
Phone Number: 718-742-6595 Fax: 718-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue Bronx, New York 10462 One Fordham Plaza
Director's Office Address: Bronx, New York 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895 Fax: 718828-6280

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)
Jasmine Gonzalez	*Principal or Designee	
Jewan Baboolal	*UFT Chapter Leader or Designee	
Robert Faris	*PA/PTA President or Designated Co-President	
Sylvia Rivera	DC 37 Representative (staff), if applicable	
Carmen Marcano	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	
Neema Johnson	PTA Vice President	
Cruz Nereida Chavez	Parent	
Lakia Frager	Parent	
	Parent	
Jeff Adler	Staff – Sp. Ed Teacher	
Adriatik Sefa	Staff- Enrichment Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Staff- Enrichment Teacher	
	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.

Public School 65, Mother Hale Academy, is located in the South Bronx. We are an elementary school with 466 students ranging from PK – 5th grade. Our school comprises of 17% ELLs, 28% SWDs, 2% Asian, 30% Black and 68% Hispanic population. We are 97% free lunch eligible. Our economic needs index at 1.26 is the highest in our nation.

In addition to our instructional program, our students in Grades K-5 receive differentiated small group instruction designed to meet their diverse learning needs. We offer an extensive physical education and music program, in addition to many other extracurricular activities and enrichment opportunities such as: Boxing, Soccer, Chess, Volleyball, Basketball, Reader's Café, READ and Bronx Dance Ensemble. We host a number of parent engagement activities that range from Dads Walk their Child to School Day, Daddy & Me Dances, Spaghetti & a Movie, Literacy Night, Family Game Night and Family Cooking Classes.

Our school's mission is to make all learners academically prepared, respectful and capable of using their learning to succeed in life and be positive contributors to their community. In these, we believe:

Trust : Getting along with people is the single most important talent we bring to our profession and fostering positive relationships is our goal. Together we will work toward a common goal to improve student outcomes and prepare our students for success.

Empowerment: We believe in empowering people to think out of the box, be creative in using data to meet the needs of our entire community: students, parents, and staff.

Culture: The culture of our school is unique and important!! We must nurture, welcome and celebrate our community in order for it to be a happy, healthy, and productive place to learn and grow.

Teamwork: Teaching and learning cannot be done in isolation. We are our greatest strengths and we are accountable to our entire community. It is our personal and professional responsibility to communicate, care, and listen to each other for the success of our school.

Feedback: Effective feedback and proper use of data will enable us to acknowledge our strengths and areas in need of growth to reallocate our resources to meet our goals.

The Future: We have a positive view of the future and will strive to ensure each and every student can successfully compete in the 21st century workplace.

What Makes Us Special:

Weekly we give Kudos to our staff members who are "caught" going above and beyond to help their colleagues and school community.

Monthly celebrations allow us to find multiple ways to acknowledge our students and staff. During our **PBIS celebrations**, we acknowledge the exemplary behaviors of our students that promote ideal learning conditions and exhibit school wide expectations. Our **Monthly Attendance celebrations**, gives tribute to students and staff members that come to school every day. Our **Daddy- Walk Your Child to School Day**, where fathers, grandfathers, uncles are acknowledged for taking the time to bring their children to school each day and functions.

- **Daddy & Me Dance** where our significant male family members can spend quality time with their child(ren) in meaningful, learning activities
- **Spaghetti and a Movie night**, which affords parents an opportunity to learn how to incorporate reading strategies in movies and television in order to build language and critical thinking skills through questioning and conversations
- **Mommy & Me/ Daddy & Me Creativity Class** where parents and children made butter together and will be making clay next month.
- **Our Girl Scouts** were chosen to represent and welcome the 27th Annual Women of Distinction in our country on October 29, 2014.
- In recognizing that 42% of our students live in shelters and/or double occupancy homes, we have **Three Physical Education Teachers**. This affords all of our students with opportunities in movement and play and with team sport activities each week. They also teach children and families how to exercise in small confined areas.
- Our **Parent Advisory Panel** meets with parents to discuss the daily operations of school from drills to bulletin boards to classroom environments. The meetings also allow parents to share their own perspectives. This open forum allows our parents to become our public relations liaison with the greater community.
- **Science Fair** which celebrates our young scientists throughout the grades.
- **Bronx Ensemble** allows students to showcase their many artistic talents and leave a mark in the school community.
- **Reader's Café** will culminate with a theatrical production of a play which students will write and produce.
- **Student Council** gives voice to our students to make decisions in school and take ownership of their education and school.
- Our **Spotlight on Best Practices** bulletin board captures teachers' implementation of best practices, to promote collegial support systems.
- Our **Music & Dance program** incorporates seasonal performances and gives students a platform for creative expression through the arts.
- Our **Sports Programs** includes a variety of sports for all students such as **Basketball, Boxing, Soccer, Cheerleading and Volleyball** .
- Our **Chess** afterschool program helps build strategic planning while the students enjoy calculating 3 steps ahead before making their move.
- Our **Office of Teacher Recruitment & Quality**, Teacher Staffing Support Manager, Donald Garner, who works closely with the Principal to ensure highly qualified teachers are hired and retained at our school. Included in our ventures, are **Career Days at PS 65 & Guided School Tours** for perspective new teachers .
- Our **Partnership with Carney High School Students & Faculty in Vancouver Canada**, who annually meet with our students to share high school and college experiences with our students. The relationships continue yearlong as they form lasting relationships with our students and write to each other frequently.
- Our **Mentoring Program** sets up teams of teachers to support newly hired teachers for success and offers refresher courses for seasoned teachers in several Danielson Framework for Teaching components.

• A hands-on **SLT**, where members are knowledgeable and active in all school assessments and needs. We conduct building walkthroughs with the focus of improving systems to enhance the school experiences for our children. Our SLT and Parent Coordinator provide **monthly workshops to parents in English and Spanish:**

- i. to increase parent involvement
- ii. to deepen parent understanding of the CCLS
- iii. to support the emotional and social needs of both students and parents
- iv. to effectively maintain open lines of communication
- v. to build strong family & community ties

Areas Where Our School Has Made the Most Progress & Key Areas of Focus for 2015-2016:

Most Progress:

♣ 2013-2014 School Survey shows that:

- o 100% of our teachers understand our clear vision for our school
- o 97% of our teachers feel that all students can learn
- o 94% of our staff feel our students the social and emotional skills needed to succeed and be prepared for their next grade level
- o 97% of our parents feel welcomed and confident that there are adults in the school whom their child trusts and can go to for help with a problem
- o 92% of our parents feel informed about what their child is learning in school
- o 95% of our parents feel they have a voice and are heard by the staff
- o Small group instruction in every classroom
- o Spotlight on Best Practices for Teachers by Teachers and other Staff Members
- o Increased parent involvement in academic and social events from 2013-2014 school year
- o Increased parent engagement in school-wide initiatives
- ♣ During my last 2014-2015, my PPO Areas of Celebration were:
 - o Memorializing the Moment of best practices
 - o Student engagement in student led conversations within their small groups expounding on each others' comments
 - o Effective open-ended questions to encourage student reflection on work
 - o Motivating students to strive toward excellence through innovative challenges

o Ipads, laptops and promethean boards in every classroom accessible to and for students, to support differentiated lessons and technology based instruction.

OUR AREAS OF FOCUS :

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

- ♣ To capitalize on teacher strengths, use the internal and external resources of our building for the purpose of narrowing the achievement gap
- ♣ To incorporate the (ARIS) learning modules to meet the diversified needs of our staff; to give timely actionable feedback to our teachers; to sustain systems that allow for teacher teams to meet regularly with coaches and to ensure opportunities for classroom inter-visitations
- ♣ To examine the results of formal and informal assessments in forming intentional small groups
- ♣ To drive rigorous instruction that will meet the needs of all students, especially our ELLs & SWDs
- ♣ To ensure rigorous instruction and questioning in all the disciplines
- ♣ To ensure quality student writing across the grades
- ♣ To provide PD for teachers that will be evident with quality instruction in writing in all classrooms

The elements of the Framework for Great Schools in which our school made the most progress over the past year has been:

- ♣ Collaborative Teachers : Our weekly teacher team meetings have proven to be a source of support for our new and seasoned teachers. Majority of our teachers on each grade band are committed to the success and improvement, not only of their classroom but also their colleagues' classrooms. Together they share ideas, common learning misconceptions and strategies to meet the needs of all students.
- ♣ Strong Family- Community Ties: The entire school staff ranging from Principal to School Aide takes advantage of every opportunity to welcome parents into our school community to encourage them to partake in workshops, social events and meetings in our school. All sessions are conducted in English and in Spanish to ensure the accuracy of the information and to embrace their cultural differences.
- ♣ Effective School Leadership : The Principal and Assistant Principal lead by example modeling the delivery of exceptional emotional support to parents and children within our community that give way to student achievement and parental engagement. We nurture and highlight teacher strengths as beacons and supports for other staff members. We acknowledge the professional growth of staff members and develop systems for partnerships in order to learn from one another thereby creating additional resources for improving teacher pedagogy in instruction.
- ♣ Trust: It is no longer the pink elephant in the room. As a school, we've had candid conversations regarding the shared goal of improving student outcomes based on reaching out to our colleagues for support with no judgment but with the understanding that each must carry their own load of responsibilities and come equally prepared, each day the meet the needs of our students. As a school, we've made candid suggestions as to how we can increase the level of trust amongst colleagues. We discussed how each element of great schools is an important ingredient but trust is the "oven" that transforms those isolated ingredients into a "full rich cake."

The elements of the Framework for Great Schools in which our school will focus on next year:

♣ Rigorous Instruction: It needs to be transparent, evident and clear what rigorous instruction looks like and sounds like in each classroom, on each grade and in every discipline. What constitutes as high standards, needs to be understood by every stakeholder in our school community and evident in all instruction. Instruction must be CCLS aligned and infused in intellectual and engaging activities for students. There must be a heightened and shared sense of urgency to develop within our student critical thinking skills in order to compete and succeed in high school, college and in the workplace.

07X065 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	425	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
				N/A
School Composition (2013-14)				
% Title I Population		97.8%	% Attendance Rate	89.1%
% Free Lunch		98.2%	% Reduced Lunch	0.9%
% Limited English Proficient		16.0%	% Students with Disabilities	25.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.6%
% Hispanic or Latino		68.0%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White		0.2%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.43	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	8.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)	7.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		4.1%	Mathematics Performance at levels 3 & 4	4.1%
Science Performance at levels 3 & 4 (4th Grade)		66.1%	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		X	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		N/A	Multi-Racial	N/A
Students with Disabilities		NO	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		N/A	Multi-Racial	N/A
Students with Disabilities		YES	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	N/A
Hispanic or Latino		YES	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		NO		
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.

The 2014-2015 preliminary NYS Scores indicate the following:

ELA:

- ♣ Grade 5: 72.4% students met the promotional criterion
- ♣ Grade 4: 80.9% students met the promotional criterion
- ♣ Grade 3: 74.0% students met the promotional criterion

Mathematics:

- ♣ Grade 5: 60.0% students met the promotional criterion
- ♣ Grade 4: 77.0% students met the promotional criterion
- ♣ Grade 3: 87.0% students met the promotional criterion

Informal and formal instructional observations, classroom walkthrus conducted by the superintendent and school administration; collection of student work and teacher feedback indicate that rigorous instruction is needed to support the conceptual and critical thinking skills of our students in all grades.

Final results from the NYS scores will indicate specific areas of need of our students and that will dictate the additional resources and programs that will be given to our classroom teachers and students. **All hands will be on deck!!** Each day during Rtl, all enrichment teachers will push in to support small groups with designed, purposeful instruction. An analysis of the results will indicate the leading trends in each grade and will be addressed accordingly.

We will tap into the strengths of our literacy coach, Assistant Principal, district instructional support personnel and those teachers who ranked effective in pedagogy and instructions to support classroom teachers through planning and preparation, and delivery of quality instruction through peer observations, workshops and viewing and modeling effective lessons in differentiation. Using our Monday PD time will afford us the opportunity to provide differentiated instruction to our staff. Our SBO for alternative Tuesday schedule will afford us the opportunity to work extensively with our colleagues to look at student work, notice and address trends on each grade level.

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

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 Rigorous Instruction and the Common Core 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>Administrators will meet with other members of the Inquiry Team to plan for instructional goals in the area of mathematics for the upcoming school year. This will include:</p> <ul style="list-style-type: none"> ♣ Scheduling professional periods & common preparation periods to facilitate planning for instruction, analyzing data and student work, etc. ♣ Professional development workshops, activities, and study groups. ♣ Effective & Consistent Parent Outreach Programs / Incentives / Parent Engagement Initiatives ♣ Monday Professional Development on Danielson Framework for Teaching: <ul style="list-style-type: none"> o Lesson Planning & Preparation o Environment o Instruction (Questioning, Engagement and Assessment) o Professional Responsibilities 	<p>All Teachers All Students All Students Grades 3-5</p>	<p>September 2015 – 2016</p>	<p>Classroom Teachers Coaches Administrators</p>

<ul style="list-style-type: none"> ♣ Purchasing of instructional supplies. ♣ Tuesday Inquiry Study Groups ♣ Selection of model classrooms that exhibit best practices in Mathematics. ♣ Providing differentiated instructional specifically designed to meet the needs of our ELLs, SWDs, and HOs. ♣ Strategies to Increase Parental Involvement: ♣ Monthly parent meetings will be held to help support deeper parental understanding of grade level expectations ♣ Tuesday Parent Engagement Sessions ♣ Math workshops will be conducted in English and in Spanish ♣ 100th Day of School Math Celebration ♣ Annual Science Fair (infused with mathematics) ♣ Math Jeopardy Competition <p>Handouts will be given to parents after each workshop in order to continue the work at home between child and parent</p>			

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> <p>Programming Scheduling for Weekly Teacher Team Meetings, Classroom Intervisitations; Viewing ARIS LO to support instruction and professional growth / understanding/ implementation</p> <p>Math AUSSIE Consultant (40 days)</p> <p>Literacy Coach (Weekly sessions)</p> <p>Parent Coordinator to meet with parents</p> <p>Attendance Committee Members to ensure students are in school every day</p> <p>Spring Academy for Mathematics (during Spring break)</p>

1 additional common planning period

Other Agencies: Generation Ready formerly known as AUSSIE Consultants

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 September, 2015 baseline mathematic assessment

By October, 2015 identify lowest 1/3 in proficiency level

By December, 2015 assess using a rigorous CCLS- aligned assessment and performance task to improve rigorous instruction

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.

Collecting data from multiple sources, our needs are as follows:

1- PPO findings: While some classes use accountable talk stems to engage in peer discussions, clear expectations and consistent and purposeful PD will be given to teachers to ensure rigorous questions are asked in majority of the classrooms to engage and support critical thinking skills in peer discussions.

2- School Source findings: While 94% of the staff feel the feedback received on formal and informal observations was evidence based and helpful, majority of staff indicated the need for additional support in implementing the instructional shifts reflective of the CCLS demands. Additional, majority of the staff would like more opportunities for classroom intervisitations to view teachers ranking effective in asking HOT questions and facilitating student-led conversations.

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, 50 % of students with disabilities in grades 3 through 5 will increase their proficiency in reading as evidenced by an increase of at least 2 reading levels using the Fountas and Pinnell assessments. The assessment will be administered a minimum of three times throughout the school year.

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>Strategies To Implement:</p> <ul style="list-style-type: none"> • Continue to develop and implement differentiated instructional practices to engage and motivate students using tasks designed to enhance academic rigor. • Collect and analyze data to inform instructional practices to identify student strengths and needs to meet the challenges of standardized literacy programs. • Continue to develop and apply literacy strategies to improve reading comprehension, fluency, vocabulary and building academic language which would be evident in student writing. • Continue to collect and apply data results to inform student progress towards IEP goals and align to Common Core Standards across content areas. • Continue within the ICT educator team professional development sessions to increase instructional intensity for our SWDs. • Reinforce and actively implement the school wide RTI approach as an intervention strategy • Incorporate ESL strategies. <p>Strategies to Increase Parental Involvement:</p> <ul style="list-style-type: none"> • providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; Use our Tuesday Parent Engagement Days for additional outreach 	<p>Grades 3-5</p> <p>Parent Coordinator; Classroom Teachers</p>	<p>September 2014- June 2015</p> <p>September 2014- June 2015</p>	<p>Classroom Teachers</p> <p>Coaches</p> <p>Administration</p> <p>Classroom Teachers</p> <p>Coaches</p> <p>Administration</p>

<ul style="list-style-type: none"> • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • conduct monthly literacy workshop for parents in English and Spanish beginning September 2015 • educate parents on choosing “Just Right Books” • Field Trips to Local Library • Librarian Visits and Workshops to our School 			

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> <p>Programming Scheduling for Weekly Teacher Team Meetings, Classroom Intervisitations; Viewing ARIS LO to support instruction and professional growth / understanding/ implementation</p> <p>Math & Literacy Coaches</p> <p>1 additional prep period for special education teachers to meet weekly</p> <p>Inquiry Group on common special education trends</p> <p>Effective & Consistent Parent Outreach Programs / Incentives / Parent Engagement Initiatives</p> <p>Administrative Assistance</p> <p>Other Agencies: Generation Ready formerly known as AUSSIE Consultants</p> <p>Special Education District Support Staff</p>
--

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

<p>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.</p> <p>By September, 2015 baseline reading / writing assessment</p> <p>By October, 2015 identify common weaknesses and address during RtI period</p>

By December, 2015 assess using a rigorous CCLS- aligned assessment and performance task to improve rigorous instruction

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.

Collecting data from multiple sources, our needs are as follows:

While parent engagement continues to increase year after year, we notice that the same parents are coming to all of the events. To reach all parents, we have specialized events to target our diverse parent populations of single fathers, uncles, grandparents, and single mothers in order to welcome them to the school. Improving our tracking system of parent participation will help us hone in on who isn’t coming so that we can personally reach out to them and inquire what their needs are and how we can support them.

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

Goal 3: As part of on-going efforts to engage families, families will increasingly learn and understand the academic, social and emotional expectations of their children in school. By June 2016, an increase of 60% of our parents will attend and participate in monthly academic, social and emotional workshops, as measured by the increase of parent signatures on our attendance sheets of our workshops and social events.

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>Strategies to Increase Parental Involvement:</p> <p>All workshops and handouts will be given in English and Spanish. Special efforts will be made to provide information in multiple languages such as French, African and Bengali to reach more parents in our community.</p> <ol style="list-style-type: none"> 1. Parents will understand and support the PBIS school-wide expectations 2. Parents will understand what academic language looks like and sounds like in a classroom. 3. Parents will receive professional development on how to help build academic language in order to build consistency between school and home. 4. Parents will understand the importance to cultivate systems at home in which student’s listen to their peers to add on, agree and /or disagree to the discussions to express thoughts and opinions 5. Parents will learn how they can improve the quality of their child’s academic communication by asking questions and expounding on each day’s lesson and use the same strategies during family time. 6. Parents will understand that better speakers become better readers and writers throughout all content areas 7. Parents will learn differentiated levels of questions to ask their children and how to help them expound on the lessons learned in school. 8. Parents will support student academic vocabulary by posting key math words in the home for easy referral so 	<p>All Parents</p>	<p>September 2015 – June 2016</p>	<p>Classroom Teaches Coaches Parent Coordinator Administration</p>

<p>that students use the language to express a multiple concept.</p> <p>9. Parents will understand that writing and sharing is a part of daily mathematics instruction.</p> <p>10. Parents must help students make the connection to the “why” of the mathematics. Why is this math necessary? How can I use this in my life? How do we use math at home?</p> <p>11. Parents will attend interactive academic workshops with their child and submit evidence of the home extension activity at the following meeting.</p>			

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.										
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.
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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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>

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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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.

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.

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.

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) <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>

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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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.

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)	Lowest 1/3 in DRAs & State Scores	Interactive Writing Guided Reading Guided Writing	Small group Instruction Differentiation in Task Differentiation in Qs	During the School day and / or Reader's Café Afterschool Program
Mathematics	Lowest 1/3 in State Scores	Collaborative Group Work Show Your Thinking Using picture, number, words	Small group Instruction Differentiation in Task Differentiation in Qs	During the School day Rtl Afterschool Program
Science	Lowest 1/3 of 3 rd grade students receiving a 1 on their previous years report card	Science Exemplars for grades 2-4 grade students will offer support in science following the NYC Science Scope & Sequence; Group Work Independent Project Science Fair	Small group Instruction Differentiation in Task Differentiation in Qs	During the School day Rtl Afterschool Program
Social Studies	Lowest 1/3 in DRAs & State Scores	Collaborative Group Work Show Your Thinking Using picture, number, words	All students receive social studies support through the literacy program which works in conjunction with the NYC Social Studies Scope and Sequence;	During the School day Rtl Afterschool Program
At-risk services (e.g. provided by the Guidance Counselor,		Individual Small Group Support	Pending caseloads (our psychologist services two schools on site), the school	During the School Day

<p>School Psychologist, Social Worker, etc.)</p>			<p>psychologist will provide on the spot crisis intervention for students and will help teachers create FBAs and BIPs to support students emotional and social needs.</p> <p>Depending on caseloads, our Guidance Counselors will provide on the spot crisis intervention for students in either minor or major crisis; Our Guidance Counselors also will provide in class observations and assists teachers with creating FBAs and BIPs to address students' needs;</p> <p>At risk students are seen in groups and individually as needed. Classroom activities will be given using Project Exsel to develop social skills through play therapy, interactive games, role playing videos on conflict resolution, bullying, and anger management.</p>	
--	--	--	--	--

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>It is imperative that when an applicant is being considered to work in our school, he/she: (not limited to, but including):</p> <ul style="list-style-type: none"> • must have knowledge of the Common Core Standards • must have knowledge of the Mathematical Practices • must have knowledge in the Instructional Shifts in Literacy & Mathematics • must present and execute a lesson plan including differentiated instruction to meet the specific needs of our students • must be flexible in their delivery of the lesson to meet the learning styles of our students • must have excellent communication skills enabling him/her to articulate their goals for student achievement • must work collaboratively with other professionals within the school community • must successfully answer a 5th grade Math Exemplar before the interview process begins • must successfully demonstrate strong writing skills by providing a writing piece before the interview process begins <p>In order to retain such individuals, highly effective Coaches, Lead Teachers, Administration and Colleagues will: (not limited to;)</p> <ul style="list-style-type: none"> • be fluent with the Danielson Framework for Teaching • assist with curriculum planning designed to meet all the diverse needs of students in each classroom • provide one on one mentoring support especially for 1st year teachers

- co-teach, observe and model a lesson
- introduce and assist with the implementation PBIS system
- support understanding on how to read and interpret student data
- meet regularly to discuss professional goals for the year
- meet with the teacher 3x a year to support and/or refine goals based on student data
- support and enhance parent involvement
- support and enhance professional contributions to our school and local community
- interpret data, notice class trends for designed next steps for student support
- provide workshops and professional development courses both in-house and from outside agencies

2b. High Quality and Ongoing Professional Development

Describe the 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).

- Classroom walkthroughs, informal and formal observations, Teacher feedback on students' progress as evidenced by student work;
- Collection and Review for next steps using classroom data binders
- Weekly teacher team meetings with Coaches
- Weekly Professional Development sessions on Danielson's Framework for Teaching
- Classroom Intervisitations to observe best practices
- Viewing ARIS Learning Opportunities to support best practices
- Video-taping best practices of colleagues to view during Monday PD
- Collect videos of best practices for a video library as ongoing support for staff members
- PD workshops for teachers by teachers
- Weekly Professional Development workshops on best practices aligned CCLS, Incorporating Instructional Shifts in ELA and Mathematics
- Weekly teacher team meetings to support colleagues in instruction, environment and planning
- SESIS training
- Workshops on writing effective, meaningful IEPs
- Using the PRIM book effectively to meet the social, emotional needs of the students

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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	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
--------------	--	---	--

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	359,855.00		
Title II, Part A	Federal	143,326.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,512,704.00		

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.

PS 65X Parent Involvement Policy (PIP)

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

PS 65's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 PS 65 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 PS 65 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;

PS 65x will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

PS 65's School-Parent Compact Template

PS 65x, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this

Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. Public School 65's 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. PS 65’s Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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. PS 65’s 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>55</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

increase their vocabulary, comprehension, and fluency in English. Parents will be notified of our live ELL play productions by letters, phone calls, flyers, student word-of-mouth, and our parent coordinator's effective outreach of information to our parents, families, and the P.S. 65 neighborhood and community.

Our ESL teacher, Mr. Mehno, has also proposed to initiate a Saturday academy of English language learning in spring 2015 for our parents wanting to learn English, or improve their already existing English language. This program would last for eight (8) to twelve (12) weeks, and will focus on teaching English language skills to the parents and other family members in our P.S. 65 community. We plan to invite our parents, families, and other community members to participate in these workshop sessions as a way of increasing school involvement in our community, and increasing community involvement in our school. Additionally, our ESL teacher, Mr. Mehno, communicates with our ELL parents and their families through face-to-face meetings and frequent letters and flyers intended to establish an open line of communication and information between PS 65 and our ELL students and their parents. Parental notifications are sent home at the beginning of the academic school year to our ELL parents and guardians in the form of Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters, Parent Preferred Language Forms, Placement Letters, and ELL Parent Brochures in the home or preferred language of our parents and guardians. The parents and families of newly identified ELLs are also invited to P.S. 65 for a Parent Orientation, and a viewing of the Parent Orientation Video explaining their options and rights as the parent or guardian of an ELL student. In the fall, the parents also receive the Title III Letter explaining the supplemental services their child will receive as an ELL student, and the details of the after school program in which their child is invited and encouraged to participate. In the spring, letters are sent to our ELL parents informing them of the upcoming NYSESLAT assessments, the NYSESLAT's significance towards ascertaining their child's assessed level of English proficiency based upon the results of the NYSESLATs, and the importance of their child's participation in the NYSESLATs.

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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

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 07	Borough Bronx	School Number 065
School Name Mother Hale Academy / PS 65x		

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 Jasmine Gonzalez	Assistant Principal Danielle Presto
Coach Ingrid DeMichele, Lit Coach	Coach Beverely Moswatt, Math Coach
ENL (English as a New Language)/Bilingual Teacher Richard Mehno	School Counselor Salonia Henderson
Teacher/Subject Area Jewan Baboolal, Sp Ed Teacher	Parent Joanna Chavez
Teacher/Subject Area Jose Nunez	Parent Coordinator Samuel Morales
Related-Service Provider Luciana Bautista, Bil Guidance	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Elisa Alvarez	Other (Name and Title) Kristy Dela Cruz, ELLs Directo

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	0
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	430	Total number of ELLs	56	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

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"/>

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
Dual Language														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	56	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	15	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
DL										0
ENL	41	0	17	15	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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	8	7	9	8	15	7								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other FU				1	1									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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	1	2	0	3	3								0
Emerging (Low Intermediate)	2	4	3		4	1								0
Transitioning (High Intermediate)	1	1	2	1	1	1								0
Expanding (Advanced)	0	0	2	8	7	2								0
Commanding (Proficient)					1	1								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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT 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

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	0	0	0	2	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8				0
4	9				0
5	3	2			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	5		3						0
4	8		1						0
5	3		2						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	2		2		2				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)	1	1						
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.
 At PS 65, early literacy skills are assessed using iReady Reading Diagnostics, Writing on Demand, Ready Word Study, the NYSITELL, the NYSESLAT, and DRAs from the prior school year. These assessments provide us with valuable data and information as to our students' reading engagement, oral reading fluency, reading comprehension skills, and English proficiency levels. These data assist us in planning and implementing our differentiated instructional plans to best meet the learning needs and learning styles of our ELL students, and to make progress against any apparent learning gaps. Our students in grades K-2 are emergent in story books and develop their reading fluency within their grade leveling within the first four to five months of the school year. By midyear, students' retelling of accounts in the story improve, along with the interpretation (skill to infer) as to the main idea and reflection of a story. We have also incorporated the ReadyGen curriculum school-wide, which provides additional literacy support across content areas for our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The students that scored Emerging (EM) and Transitioning (TR) from last years' results in the NYSESLAT (2014-2015 SY) improved from Beginning (B) and Intermediate (I) and were primarily students in kindergarten and first grades. The students that progressed to Transitioning (TR) and Expanding (EX) from last years' results in the NYSESLAT (2014-2015 SY) improved from Intermediate (I) to Adanced (A) and were primarily students in third and fourth grades. The students that progressed to Commanding (CM)) from last years' results in the NYSESLAT (2014-2015 SY) were primarily those students in the fourth and fifth grades. Our NYSITELL data patterns reveal that the majority of our ELLs tested in grades (K- 5) performed at the new Emerging and Transitioning levels.

 Our NYSESLAT data patterns reveal that the majority of our ELLs tested in grades K- 5 performed at the new Expanding (EX) and Commanding (CM) levels. The NYSITELL and NYSESLAT data combined indicates that on average, the majority of our ELLs are progressing one to two language proficiency levels per school year. The NYSESLAT indicates that the greatest rate of progress occurs with the younger students and in the areas of Listening and Speaking. However, students need more targeted support in Reading and Writing and in achieving Cognitive Academic Language Proficiency (CALPS).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At PS 65, we use the Annual Measurable Achievement Objectives (AMAO) to create specific learning objectives and goals for our ENL students, as both individual ELL students and ENL teacher-generated subgroups. Our ELL students are administered classroom bench mark assessments throughout the school year to monitor their academic and English Language Arts (ELA) progress. Our classroom teachers and ENL teacher co-plan their lessons to include language and vocabulary activities in every lesson. Our kindergarten, first grade, and second grade teachers introduce instructions in oral and reading activities daily, as well as the use of Foundations phonics on a regular basis.

Our data reveals that additional focus and instruction are required in the modalities of Reading and Writing for our ELL students. Therefore, our teachers maintain a purposeful focus and instructional strategies on the reading and writing skills of our ELLs in both their ELA lessons and social studies lessons, as necessary.

When utilizing the AMAO tool, we realize that making ELL progress in AMAO 1 is measured by one of three ways:

- 1) advancing one overall proficiency level on the NYSESLAT between two test administrations, or
- 2) making a total scale score gain of 43 points on the NYSESLAT for those students who maintain the same proficiency level between two test administrations, or
- 3) scoring at or above the Intermediate Level on the NYSESLAT for those students with one data point.

When utilizing the AMAO tool, we realize that making ELL progress in AMAO 2 is measured by the following:

The high standard for AMAO 2 remains unchanged. ELLs must score at the proficient level (the highest of the four proficiency levels) on both the L/S and R/W modality combinations of the NYSESLAT to be classified as English proficient. All ELLs who are tested on the NYSESLAT each year will be included in the calculation of AMAO 2.

Data from the AMAO tool is used to focus on student progress towards NYSESLAT proficiency for ELLs to identify subgroups within grades and ELL levels of proficiencies, to design effective instruction, and to identify when academic interventions need to be in place. The AMAO tool also has in place an early warning system to identify students at risk of lower academic achievement, as well as a tool to analyze student data in content area classes.

We have not yet used the AMAO tool to analyze data. Soon to come.

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?

In our freestanding English as a New Language (ENL) program, our students are making steady advances to achieve higher proficiency levels as the school year advances. All of our ELL students are working on improving their reading comprehension skills, as well as improving their language skills of Listening, Speaking, Reading, and Writing. Teacher teams and administrative teams are utilizing all assessment results and accompanying data to provide better instruction to meet student needs and gaps. We are also implementing differentiated instruction for all instruction to better help our students succeed. At PS 65, we adhere to the directive that our ELL students require differentiated instruction and time modifications to meet the standards, demands, and requirements of our state mandated curriculum.

Entering, Emerging, and Transitioning ELLs in grades 3- 5 who are administered assessments in their home language as opposed to English achieve higher test scores. Expanding, and Commanding ELLs in grades 3- 5 are administered assessments in English but are provided with native language bilingual glossaries. We use results from ELL periodic assessments to differentiate and drive instruction and to create small focus groups to target individual language 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](#).]

As required by New York State, the data attained from the Home Language Identification Survey (HLIS), as well as individual interviews with the student and parent/guardian, determine a student's ELL status as they enter school, and assess whether literary skills and competencies are at grade level. If the ELL student is identified as at-risk, the student receives RtI instructional support. This initial identification process assists in determining targeted factors which may influence the student's English language learning process, which in turn may guide instructional strategies. Data from the NYSITELL and previous year's NYSESLAT scores are used to determine our ELL students' current level of English proficiency. Additionally, teachers administer iReady Reading Diagnostics to gather detailed data as to oral fluency and English reading comprehension skills. PS 65 is currently using ReadyGen for literacy,

which is aligned to the Common Core curriculum, and includes a Response to Intervention (RtI) methodology. In using ReadyGen in the classroom, our teachers provide step-by-step Tier 1 and Tier 2 support to our ELLs. Within the classroom, we focus on intentional small-grouping under the direction of the classroom teachers and the ENL teacher. This instructional strategy affords students the opportunity to practice oral and written language with strong vocabulary support, along with topics that include home language and cultural knowledge connections. ELL students also have writing journals that capture ELL student English language progress and provide on-going data to teachers as to further instructional support to provide our ELLs. Additionally, these RtI practices are used in mathematics, science, and social studies at PS 65.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Second language development is evident in both lesson planning and instructional practice. The teachers at PS 65 make use of cognates and other familiar concepts in the students' home language, when possible, to support English reading comprehension and English language acquisition. An understanding of students' home language strengths (and conversely, weaknesses or deficiencies), vocabulary, and conversational L1 abilities are also taken into consideration when lesson planning and teaching. Additionally, and as an example, ELL-produced errors in verb tense, subject/verb agreement, word order, plurals, articles, and possessives should not be interpreted as a disability, but as a normal condition of the language acquisition process for many ELLs. Teachers at PS 65 do not enter the classroom with preconceived notions of "limited" language abilities or lower expectations for our ELL students, who enter the classroom with syntactic and morphological rules already in place from their home languages. We understand that our ELL students require input that is understandable. Therefore, our teachers must provide appropriate background knowledge, use visual cues, use content clues, and present vocabulary that is clarified. Our ELLs must be encouraged to engage in higher-order thinking through the practice of differentiated yet deep and challenging questioning scaffolded to the learning styles and abilities of the individual and grouped ELL students in the classroom.
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?

We do not have a dual language program at PS 65.

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

The success of our program for ELLs is evaluated through the achievement of our ELLs in the following assessments:

How well our ELL students in grades 3 - 5 perform on the NYS ELA exams, math exams, and grade 4 science exams;

How well our ELL students in grades K - 5 progress on their iReady Reading Diagnostics levels over the course of each school year;

How well our ELL students in grades K - 5 progress on all four modalities of the NYSESLAT (Listening, Speaking, Reading, and Writing), as they progress year to year through the new proficiency levels of Entering (EN), Emerging (EM), Transitioning (TR), Expanding (EX), and Commanding (CM).

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.
At the beginning of the academic school year, PS 65 initially identifies English Language Learners (ELLs) through the administration of the Home Language Identification Survey (HLIS) by our New York State certified ENL teacher, New York State certified bilingual teacher, or assistant principal. The HLIS is administered to the parents/guardians of all first time student enrollees into the New York City Department of Education school system. This formal initial assessment of parental responses on the HLIS (in the parents' native language), in conjunction with an informal interview of the parent/guardian in both English and the native language when possible, enables the ENL teacher/coordinator to make a determination on administering the New York State Identification Test for English Language Learners (NYSITELL) to the student, which is administered within the first ten (10) days of the student's admittance into PS 65. Those students identified as NYSITELL eligible are then NYSITELL tested by the ENL teacher/coordinator. Additionally, if the NYSITELL results indicate that a student is an ELL and the home language is Spanish, the student is also administered the Spanish LAB by the ENL teacher/coordinator and a Spanish-speaking pedagogue to determine language dominance. In the spring, as mandated

by the state of New York, all ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) under the administration of the ENL teacher/coordinator. The ENL teacher/coordinator will generate the NYSESLAT eligibility report to create a schedule which ensures that all sessions of the four (4) modalities of the NYSESLAT (Listening, Speaking, Reading, and Writing) are given to our ELLs within the time frame specified by the New York City Department of Education and/or New York State Education Department.

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).

Upon registering and/or entering PS 65, students are identified as potential SIFE students through an initial oral examination of the student and parent/guardian by our New York State certified ENL teacher, New York State certified bilingual teacher, or assistant principal. If the evaluation of the oral interview warrants further action in identifying a student as SIFE, we utilize the Literacy Evaluation for Newcomer SIFE (LENS) diagnostics tool provided on the New York City Department of Education Intranet to determine SIFE status. Currently, PS 65 has no identified SIFE students.

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).

At PS 65, our Language Proficiency Team follows the procedures of identifying ELLs with IEPs outlined in the ELL Policy and Reference Guide. As such, we have formed a Language Proficiency Team (LPT) to determine NYSITELL eligibility for new admits in grades kindergarten to five (K-5) with an Individualized Education Program (IEP). Our newly enrolled students with IEPs are initially identified by the staff member (New York State certified ENL teacher, New York State certified bilingual teacher, or assistant principal) first interviewing the parent and student as they register for our school. Our Language Proficiency Team (LPT) members are then informed by email of the addition of the new student, and the accompanying IEP. Our LPT members are composed of our PPT team, which meets regularly once a week on Friday mornings, and the newly enrolled IEP students are identified and discussed at each of these weekly PPT meetings, as necessary.

For those students with an IEP and a home language other than English as indicated on their Home Language Identification Survey (HLIS), the LPT will conduct an in-depth personal interview with the student and parent/guardian, review prior school work and records if available, and review the Individualized Education Program (IEP) in order to determine if the NYSITELL will be administered to the student. Our LPT will also determine whether the student has the sufficient oral and literacy skills in English for the grade in which the students will be enrolled. The student will then be interviewed in their home language (when available) and in English. If available, any prior academic work and/or records of the student will be reviewed by the LPT. If prior academic work and/or records are not available, the LPT will avail our own grade appropriate academic materials to conduct informal and formal assessments of the student. Our LPT will then determine whether the student has second language acquisition needs as possible ELL, or whether the IEP-identified disability of the student is the major factor determining if the student will demonstrate any language proficiency in English. Upon the determination that the student in question may be an ELL with new language needs, the NYSITELL will be administered by our ENL teacher. If it is determined by our LPT that the student's disability is affecting the student's ability to demonstrate a proficiency in English, our recommendation of not administering the NYSITELL to this student will be forwarded to the principal. The principal will then decide whether or not the NYSITELL, in her review of the LPT's recommendation, shall or shall not be administered. If the principal disagrees and does not accept the LPT's recommendation that the student's disability is affecting the student's ability to demonstrate a proficiency in English, the NYSITELL is automatically administered to the student by the ENL teacher. If the principal agrees and accepts the LPT's recommendation student's disability is affecting the student's ability to demonstrate a proficiency in English, the principal will submit the recommendation to our district superintendent for a final decision. In addition, the parent and/or guardian will be notified by both letter and in-person/phone call of the LPT process and request in their home language. Our school, LPT, and administration have twenty (20) within enrollment to complete this process.

PS 65 will administer the SIFE Oral Interview Questionnaire to all newly identified ELLs in grades three to five (3-5) should we suspect that the newly enrolled student may have a gap in education or may have had an inconsistent education. If a gap of two or more years is determined to exist, our ENL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS) to those students with a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish in order to determine SIFE status. For all other languages not listed above, PS 65 will continue to determine SIFE status using our existing procedures, such as using the SIFE Oral Interview Questionnaire with all languages. Additionally, our school has thirty (30) days from initial enrollment to make an initial determination.

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.

Entitlement Letters and Parent Survey and Program Selection Forms are distributed in both English and the home language of the parent/guardian using the forms, tools, and resources provided by the New York City Department of Education website. These letters are sent home to parents informing them of their entitlement of program selection for their child based upon their status as an English language learners (ELLs), as determined by their current level of English proficiency resulting from the recently administered NYSITELL. When the entitlement forms are not returned in a timely manner to the school, reminder letters are sent home and phone calls are made by the ENL teacher and parent coordinator. If the entitlement forms are not returned, the default program of

Transitional Bilingual Education (TBE) is chosen for ELL students per CR Part 154. For parents whom choose a program not provided by PS 65, such as a Dual Language program (DL) and/or Transitional Bilingual Education program (TBE) which we currently do not provide at PS 65, we make available to the parents a list of schools in the neighborhood which offer these programs, and inform the parents that they have the option and the right to transfer their child to a school which offers a Dual Language or Transitional Bilingual Education program. If there are fifteen (15) or more students in a grade or two consecutive grades, and parents request a Transitional Bilingual Education program (TBE) or Dual Language program (DL), it is the obligation of PS 65 to open such a program.

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).

After being newly identified through the NYSITELL as an ELL or non-ELL student, the parent or guardian of the student has the right to request the ELL Re-Identification Process. Parents, as well as the school and student, who believe the student was misidentified as an ELL or non-ELL, may request that the ELL identification process be administered a second time. This request must be made within forty-five (45) days of enrollment. At PS 65, we inform our parents during the ELL Parent Orientations held in the beginning of the school year with all newly identified ELL parents, as well as in conversation and phone calls made early in the school year to our parents by the ENL teacher.

As indicated in the ELL Policy and Reference Guide, our ENL teacher will inform parents during the parent orientation seminar that they have the right to appeal their child's ELL status within forty-five (45) days of enrollment through the re-identification process. Parents will be informed in their HLIS-identified home language and in English of the procedures for initiating the re-identification process. The Re-Identification Process must be completed within ten (10) school calendar days of receipt of written notice; however, if the Committee on Special Education (CSE) must be consulted, the process must be completed within twenty (20) school calendar days. Copies of any and all letters will be kept in files maintained by the ELL coordinator, as well as placing the original documents in the student's cumulative folder.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
 2. School reviews all documents related to the initial or reentry identification process detailed above.
 3. School reviews the student's work in English and in the home language.
 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
 5. School consults with parent or guardian.
 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is eighteen (18) years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is eighteen (18) years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is eighteen (18) years of age or older) in the parent's preferred language within ten (10) school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
 11. All notifications and relevant documents must be kept in the student's cumulative folder.
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.

At the beginning of the school year and throughout September and into October, if necessary, our parents/guardians are invited to several parent orientations held by the assistant principal, the ESL teacher, and the parent coordinator. All three team members reach out to parents/guardians through direct oral communication, the mailing of notification letters, and letters distributed to individual students and placed in backpacks and homework packets of the students for home delivery. Parent orientations are held both in the morning and after school for the convenience of our parents, and are held several times throughout the month of September, with notifications accompanying each parent orientation announcement. At our orientations, parents receive a copy of the NYC DOE Guide for Parents of English Language Learners in both English and their native language, and watch the NYC DOE parent orientation video in their home language. The video describes the three (3) placement programs provided by the New York City

Department of Education: Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a New Language (ENL). The parents/guardians are encouraged to ask any questions they may have regarding their child's placement and program choice. If parents are unable to attend any of the scheduled parent orientations, they are invited and encouraged to make an appointment with the assistant principal, ENL teacher, and/or parent coordinator to address any concerns or questions they may have regarding their child's ELL identification and program placement. Our ENL teacher will also contact these parents unable to attend any of the previously held parent orientations, and invite and encourage them to meet with our ENL teacher during our regularly scheduled Tuesday parent engagement sessions (2:20-3:00). In addition, for those parents requiring information, forms, or contact with PS 65 in a language other than English or Spanish, we avail the services of the New York City Department of Education's Translation and Interpretation Unit, an internal resource for accessing written translation and oral interpretation services with which we may better communicate with and better engage the limited-English-proficient parents of our English language learners .

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program Selection forms are distributed in both English and the home language of the parent/guardian/student using the forms, tools, and resources provided by the New York City Department of Education website. These letters are sent home to parents informing them of their entitlement of program selection for their child based upon their status as an English language learner (ELLs), as determined by their current level of English proficiency resulting from the recently administered NYSITELL. When the entitlement forms are not returned in a timely manner to the school, reminder letters are sent home and phone calls are made by the ENL teacher and parent coordinator. If the entitlement forms are not returned, the default program of Transitional Bilingual Education is chosen for ELL students per CR Part 154. For parents choosing a program not provided by PS 65, we provide a list of schools in the neighborhood which offer the program, and inform the parents that they have available the option to transfer their child. If there are fifteen (15) or more students in a grade or two consecutive grades, and parents request a Transitional Bilingual Education (TBE) or Dual Language (DL) program, it is the obligation of PS 65 to open such a program.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are distributed by the ENL teacher within ten (10) days after testing. Our school administration and ENL teacher oversee the distribution of the notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our ENL teacher maintains binders in which all ELL-related documents are retained. Original HLIS documents are placed in students' cumulative folders, while copies of the HLIS and other ELL documentation are maintained in the ENL binders located in the ENL teacher's office, and in the main office of our school. Requests for access to these binders are provided under the aegis of our ENL teacher, an LPT member, and/or an administrator at PS 65.

As per the ELL Policy Reference Guide, completed HLIS forms and Parent Survey & Program Selection forms must be placed in the student's cumulative file and remain a part of the student's permanent record. The ENL teacher also maintains originals and copies of the following ELL-related documents in both the ENL-teacher maintained binders and student cumulative folders:

- Dated and signed copies of each student's Home Language Identification Survey (HLIS)
- Parent Survey and Selection Form
- Program Placement Letter
- Entitlement Letter (newly identified ELLs)
- Continued Entitlement Letter (continuing ELLs)
- Non-Entitlement Letter
- Language Proficiency Team NYSITELL Determination Form

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.

The following steps are taken at PS 65 to ensure the administration of all sections of the NYSESLAT:

1. Our ENL teacher generates the RLER report on ATS to identify the students eligible for the NYSESLAT.
2. Our ENL teacher creates a calendar for testing which follows the dates of administration provided by the SED.
3. This calendar will consist of testing dates and ELL students to be assessed under the four (4) NYSESLAT modalities.
4. Pre-slugged answer documents are located for each student to be tested in all modalities, and blank answer are completed for students who do not have pre-slugged answer sheets.
5. Our ENL teacher will coordinate the testing of our ELL students using pedagogues other than the ENL teacher and the students' classroom or content area teachers to administer the NYSESLAT.
6. The scoring of the NYSESLAT Speaking and Writing assessments are scored by a committee of teachers, with no one teacher/scorer permitted to score more than one-third (1/3) of any scoring section.
7. Our ENL teacher does not score any of the NYSESLAT assessments.
8. All NYSESLAT assessments are untimed and our ELL students with an IEP are provided mandated accommodations.
9. All NYSESLAT tests, forms, and accompanying documents, both before, during, and after testing are secured in either the principal's locked testing closet, the school's locked testing closet, and/or the ESL coordinator's locked testing closet. These NYSESLAT documents are secured from the time of delivery by the SED to PS 65 until their return and/or delivery to the Borough Assessment Office at Fordham Plaza and MetriTech.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed to our parents by letter at their home address and in their home language. Additionally, our ELL students are provided with take-home copies of these same letters to deliver to their parents after school. Our ENL teacher will also place phone calls to our ELL parents to ensure that all documents are received, and that the communications in these letters are understood. All letters are translated in the identified home languages of our ELL population, and phone calls are made availing a translator when applicable and necessary. Copies of all letters and correspondence between PS 65 and our ELL homes are kept on file in the ENL teacher's binders.
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).

At PS 65, the trend in program choices that parents have requested is Free Standing English as a New Language (ENL). All of our parents in prior 2014-2015 school year and current 2015-2016 school year have chosen Free Standing English as a New Language (ENL). The program model (ENL) offered at PS 65 is aligned with the current one-hundred percent (100%) of our parents opting for Free Standing English as a New Language (ENL).

As required under Aspira Consent Decree, if we discover that PS 65's ENL program model offered at our school is not aligned with parent requests, we will form bilingual education classes in grades kindergarten through five (K-5) when we have fifteen (15) or more English Language Learners of the same language in two (2) continuous grade levels. Additionally, when a parent selects a program which PS 65 does not provide (currently Transitional Bilingual Education and a Dual Language program), our administration and LPT will make a concerted effort to locate a school which provides the parent's program of choice of TBE or DL.

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.

At PS 65, our ELL students receive services in a Freestanding ENL Program (ENL) which incorporates both the push-in and pull-out models of instruction. In kindergarten, grade one, and grade two (K-2), our ELLs are grouped through NYSITELL and NYSESLAT language proficiencies, as well as additional ELA-related data from our iReady assessments. Both small group pull-out ENL instruction and ELA/social studies content area push-in ENL instruction are delivered by our New York State TESOL certified teacher, with co-teaching being the model used for our ENL push-in instruction. In grades three to five (3-5), our ELLs are grouped primarily based upon their NYSESLAT scores under the four (4) modalities of listening, speaking, reading, and writing, as well as the iReady data we have initiated during the 2015-2016 school year.

Both small group pull-out ENL instruction and ELA/social studies content area push-in ENL instruction are delivered by our New York State TESOL certified teacher, with co-teaching being the model used for our ENL push-in instruction. In grades three, four, and five (3-5), our ENL teacher co-teaches during the ELA content instructional period with the general education ELA teacher, and special education teacher in our integrated CCT classes. Our ENL teacher also pushes into our special education ELA classes in grades three, four, and five (3-5), and co-teaches with the special education teacher in the classroom. Our ENL teacher also pulls out small groups in grades kindergarten through five (K-5) for listening, speaking, reading, and writing instruction, with a focus on the DOE-approved "Recipe for Reading" reading recovery program. Our ELLs in grades one through five (1-5) are placed in one to two mainstream general education classes per grade, with an additional one special education class per grade. Our ELLs, fifty-five in total (55), receive their ELA content area instruction in their classroom, with the ENL teacher pushing in on a regular basis, except for small group reading recovery and RtI instruction, as necessary. Our ENL teacher pushes into classrooms to provide integrated ENL instruction and pulls out ELLs from their classrooms to provide instruction with five to eight (5-8) students per group for stand-alone ENL. Our ELLs are provided with home language supports such as bilingual dictionaries, bilingual glossaries, translated texts, and both peer-led and teacher-led academic and social scaffolding in their home language, when possible.

Per CR 154.2, our ELLs receive the following mandated ENL minutes:

ENTERING: Students at the Entering (EN) proficiency level will receive 360 minutes of ENL instruction per week. 180 minutes of the 360 minutes will be stand-alone ENL instruction, and the remaining 180 minutes will be in integrated ENL instruction.

EMERGING: Students at the Emerging (EM) proficiency level will receive 360 minutes of ENL instruction per week. 90 minutes of the 360 minutes is will be stand-alone ENL instruction, and the remaining 270 minutes will be in integrated ENL instruction.

TRANSITIONING: Students at the Transitioning (TR) proficiency level will receive 180 minutes of ENL instruction per week. 90 minutes of the 180 minutes will be stand-alone ENL instruction, and the remaining 90 minutes will be in integrated ENL instruction.

EXPANDING: Students at the Expanding (EX) proficiency level will receive 180 minutes of integrated ENL instruction per week.

COMMANDING: Students at the Commanding (CM) proficiency level will receive 90 minutes of integrated ENL instruction per week for an additional two (2) years after testing out as 'commanding' on the NYSESLAT.

NOTE:

Stand-alone English as a new language is an ENL delivery model in which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.

Integrated ENL is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers

b. TBE program. *If applicable.*

Not applicable.

c. DL program. *If applicable.*

Not applicable.

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)?

At PS 65, we maintain the mandated number of instructional minutes per student in STARS, as well as by emails to the principal with the ENL teacher's instructional program. The amount of Integrated ENL instruction and stand-alone ENL instruction is based on each student's proficiency level as outlined in CR Part 154.2.

Per CR 154.2, our ELLs receive the following mandated ENL minutes:

ENTERING: Students at the Entering (EN) proficiency level will receive 360 minutes of ENL instruction per week, which translates to two (2) units of study. 180 minutes of the 360 minutes will be stand-alone ENL instruction, and the remaining 180 minutes will be in integrated ENL instruction.

EMERGING: Students at the Emerging (EM) proficiency level will receive 360 minutes of ENL instruction per week, which translates to two (2) units of study. 90 minutes of the 360 minutes will be stand-alone ENL instruction, and the remaining 270 minutes will be in integrated ENL instruction.

TRANSITIONING: Students at the Transitioning (TR) proficiency level will receive 180 min. of ENL instruction per week, which translates to one (1) unit of study. 90 minutes of the 180 minutes will be stand-alone ENL instruction, and the remaining 90 minutes will be in integrated ENL instruction.

EXPANDING: Students at the Expanding (EX) proficiency level will receive 180 minutes of integrated ENL instruction per week, which translates to one (1) unit of study.

COMMANDING: Students at the Commanding (CM) proficiency level will receive 90 minutes of integrated ENL instruction per week, for an additional two (2) years after testing out as 'commanding' on the NYSESLAT.

NOTE:

Stand-alone English as a new language is an ENL delivery model in which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.

Integrated ENL is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers.

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.

Our ENL teacher uses the Sheltered Instruction Observation Protocol (SIOP) method to make the content area material accessible and comprehensible to our ELLs. The core content is delivered by both the general education classroom teachers, the special education teachers, and the ENL teacher in a co-teaching workshop model. Our ENL teacher will make avail of various scaffolding techniques to foster accessibility and comprehension of the content area material. These techniques include, but are not limited to, graphs and charts, organizers and webs, previewing the vocabulary, making the vocabulary 'ELL-friendly and accessible (with such techniques as pictures, videos, physical gestures, mental pictures, and an ELL understandable breakdown of the words used when defining such academic vocabulary), front loading, and accessing and connecting to prior knowledge and background knowledge. Differentiated instruction is mandated and included in each and every lesson in every classroom, and is based upon and grouped by the needs, levels, and abilities of our ELL students. Our ENL teacher's push-in and pull-out sessions, as well as our general classroom and special education classroom, are purposefully differentiated for all PS 65 lessons on a daily basis. Students

are provided with bilingual dictionaries and glossaries, when available, to foster further comprehension of the instructional and content material delivered in the classroom.

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

After it has been determined, through the interview process and administration of the HLIS, that a newly enrolled student has a home language other than English, we administer the NYSITELL. If the results of the NYSITELL indicate that the student is an ELL, and was identified as having a home language of Spanish (SP) on the HLIS, our ENL teacher administers the Spanish LAB. Our HLIS and NYSITELL identified Spanish speaking students, as well as our other students identified by the HLIS and NYSITELL as having a non-English home language, will be provided with bilingual dictionaries, glossaries, and other language aids, as available. Additionally, our ELLs are entitled to translated versions of the New York State math and science examinations. For our grade three through five (3-5) ELL students, the PS 65 test coordinator will request and provide translated versions of the New York State math examinations in the identified languages of our ELLs. For our grade four (4) ELL students, the PS 65 test coordinator will request and provide translated versions of the New York State science examinations in the identified languages of our ELLs. All translated math and science examinations will be provided with the English version. The ELL student may then decide which version in which they wish to use record their answers. For those low incident languages for which there are no translated versions of the exams, PS 65 will request ahead of the testing period, and provide on the days of the exams, an interpreter provided by the Office of Translation and Interpretation Services.

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

At PS 65, our instruction is differentiated for ELLs in the content areas. More specifically, our ELL instruction is differentiated by incorporating Sheltered Instruction Observation Protocol (SIOP) methodologies and strategies to make the content area material accessible and comprehensible to our ELLs. The core area content material is delivered by both the general education classroom teachers, the special education teachers, and the ENL teacher in a co-teaching workshop model. Our ENL teacher will make use of several scaffolding techniques to enhance comprehension of the content area material, such as using language objectives, making predictions, reading for context clues, sequencing and transitions, and using compare and contrast. Students are arranged small group settings, and in turn, grouped according to their language proficiencies, iReady results, and language acquisition abilities and needs in the four modalities of listening, speaking, reading, and writing. Our ENL teacher will incorporate each of these four modalities (listening, speaking, reading, and writing) in all instructions and lessons for our ELL students. And finally, our ENL teacher will provide various simulated opportunities to take NYSESLAT practice exams throughout the school year, to both familiarize the ELL students with the form of newly developed NYSSLAT exams, and to practice taking the NYSESLAT exam itself.

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

Our ENL teacher, classroom teachers, and special education teachers differentiate their content area instruction for every lesson, as well as incorporating the four language modalities of listening, speaking, reading, and writing into every lesson. Some of the strategies used for differentiated their instruction include small group instruction, webs and organizers, photos, videos, technology, graphs, and diagrams. Our ENL teacher also incorporates various SIOP strategies into the content area lessons (these strategies include, but are not limited to turn-and-talk, think-pair-and-share, and think-aloud). Our ENL teacher also focuses on our ELL students' use of vocabulary, grammar, and phonics. This differentiation will also include the use of manipulatives, realia, visual materials, and audio materials,

a. The strategies employed for SIFE students would be used to make both English language acquisition and content area material comprehensible to the SIFE student, who comes to us with a vast deficit of both English language skills and content area knowledge. Therefore, we need to accelerate their English language acquisition while simultaneously promoting content area material to overcome these deficits area material. Our SIFE students will receive sheltered language instruction which is modified to increase their comprehension of content material, as well as to make a connection with their prior knowledge of the content area. Our SIFE students also require explicit instruction in phonics, phonemic awareness, and vocabulary, as well as explicit instruction in the practice of improving fluency and comprehension in their reading and writing skills.

b. Our ELL Newcomers, those students with less than three years of school, benefit from differentiated instruction in small group work, including small group pull-out, which promotes their language acquisition needs and understanding of the content material presented in the lesson. Some of the strategies used to differentiate instruction for Newcomers include visual aids, photos, videos, manipulatives, and realia. For our Newcomers, we model language through gesturing, role paly, and physical

demonstrations. Through both peer-to-peer and teacher-to-peer interactions, Newcomers are afforded the opportunities to develop their oral English language proficiency through less pressure to perform, as they view many of these activities as “fun.” Our Newcomers are also permitted and encouraged to respond to written prompts through student-drawn pictures, and to respond in their home languages

c. Our Developing ELLs, those receiving services for four to six (4-6) years, are taught with clearly defined content area objectives and language objectives. Our ENL teacher provides activities which integrate lessons along with language, such as restating the question when answering, answering in complete sentences, summarizing the concept or lesson presented, and writing prompts leading from paragraph writing to essay writing. Students are taught to use and recognize transition words, use content area vocabulary, and read for information from context clues. Graphic organizers, webs, and other assistive strategies are used for pre-writing, writing, and editing. Students are to become familiar with these techniques and strategies to use not only when formally assessed, but in their own listening, speaking, reading, and writing skills put to use in their daily and actual lives.

d. Any Long-Term ELLs who has been held over and completed six years of ENL services are usually those students with a disability that limits their ability to pass the NYSESLAT. These students are usually placed in an ICT setting. Our ENL teacher will create instructional objectives and strategies particular to this individual student, taking into consideration the abilities, needs, requirements, and IEP program for this student. According to CR part 154, ELL students who do not make adequate progress will receive additional supports, such as RTI and AIS, and, if necessary, the student may be referred for additional instruction.

e. At PS 65, we provide testing accommodations to Commanding (CM) ELLs for up to two years after achieving the Commanding proficiency on the NYSESLAT. Per CR 154, our ELL Commanding students will also receive 90 minutes of ENL instructional support for two years. Additionally, Commanding ELLs are also invited to participate in our Title III after school program, Readers’ Café.

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.

Per the ELL Policy and Reference Guide, our ENL teacher will inform our parents during Parent Orientation that they have the right to appeal their child’s ELL status through the Re-Identification process. Parents are informed in English and in their home language of the following procedures outlined in the ELL Policy and Reference Guide:

1. A written request is made to initiate the Re-Identification process (the parent writes a letter to principal).
2. The school reviews all documents related to the Initial or Re-entry Identification process detailed above.
3. The school reviews the student’s work in English and in the home language.
4. The school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-Identification process include a second administration of the NYSITELL.
5. The school consults with the parent or guardian.
6. The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student’s abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent’s preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal’s recommendation to change the ELL status from the parent

or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

We have not yet had a case where an ELL has gone through the Re-Identification process. However, in the event that we do, the following protocol is in place:

1. Within the forty-five (45) day window, The ENL teacher, LPT members, and classroom teachers closely monitor student progress and achievement through formal and informal assessments and observation.

2. If the ENL teacher, LPT member, classroom teacher, and/or parent identifies reasons to initiate the Re-Identification process, it is immediately brought to the principal's attention and procedures 1-11 in the ELL Policy and Reference Guide (noted above) are followed.

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?

Paste Some of the instructional strategies implemented are think-aloud, turn-and-talk, stop-and-jot, and think-pair-share. Our ENL and special education teachers also provide sentence frames for answering questions both orally and in writing, which helps to develop clear language objectives. At PS 65, we also have available school psychologists, social workers, guidance counselors, speech teachers, a physical therapist, and a family worker. Our newly formed Language Proficiency Team (LPT) will now be responsible for determining if students who have, or are suspected of having, a disability should be initially identified as an ELL student and receive ELL services. Furthermore, the LPT will determine on an individual student basis how best to evaluate an ELL with special needs.

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?

Our ELLs-SWDs receive instructional support to achieve their IEP goals and attain English proficiency within the least restrictive environment. Our ELLs- SWDs also receive support from a licensed special education teacher, a licensed common branch teacher, and a licensed ENL teacher in inclusion classes (mainstream and special education). We provide the required mandated services to meet the diverse needs of our ELL-SWDs within 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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

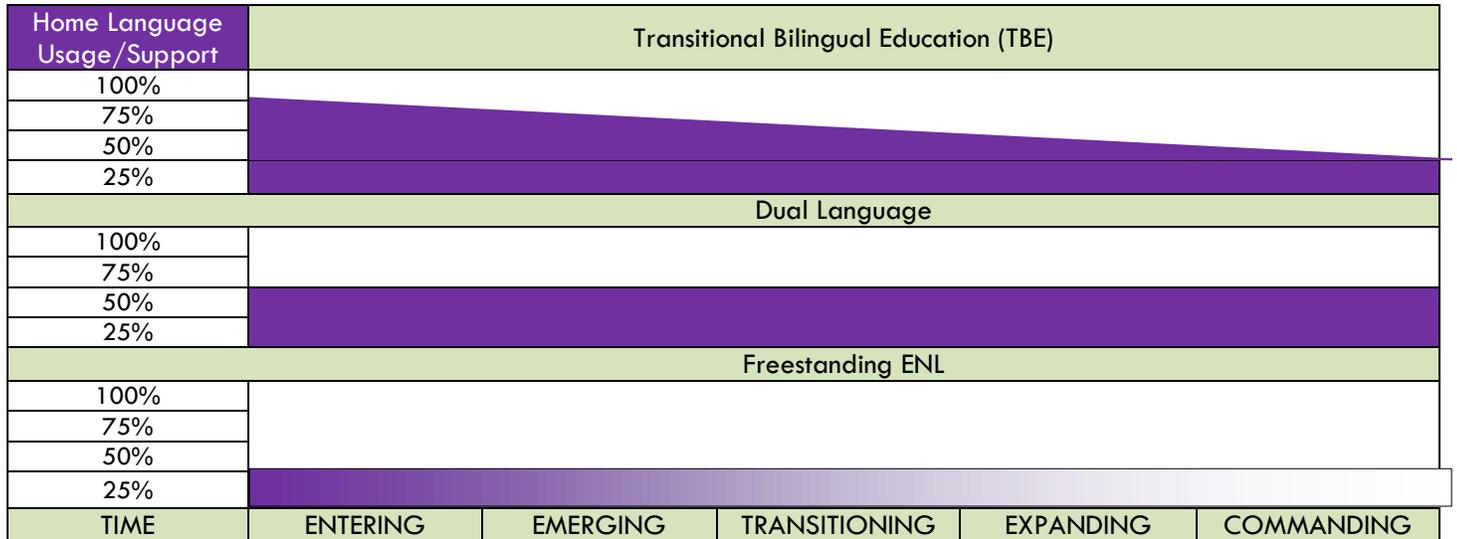


*Note “other approved services” does not apply to New York City at this time.

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. At PS 65, our Rtl teams use and identify students on basis of the 3 Tier system. In Tier 1, students are served by their classroom teachers in small group settings based on the data and teacher observances, with the goal of these students becoming self-sufficient in terms of learning and leading their own Rtl sessions. The data from the Rtl program, as well as other ongoing assessments, assist the teacher in creating these small groups. The Tier 1 classroom encourages student collaboration, and increases the instruction for the students in this small group setting. There are ongoing informal assessments to ensure the groups are productive and advancing academically.

Our Tier 2 Rtl instruction requires teacher-led lessons and practices in small groups, in which the teacher and students work together on the lessons and activities focusing on specific skills and abilities of this small group of students. Our ENL teacher utilizes Tier 2 Rtl small group settings with our Newcomers acquiring English language for the first time.

Our Tier 3 Rtl instruction is in a very small group setting. Our ENL teacher will work with one or two students on acquiring English language skills in an intimate educational setting.

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

Our current ENL program is becoming effective, as we have identified those areas of need in terms of reading and writing acquisition for our ELLs. We have identified, through iReady and NYSESLAT results, that phonics and phonetical awareness need to be improved across all levels in order to increase our ELL reading and writing abilities. We are now concentrating on eradicating our phonetical deficit through daily phonetic awareness and lessons. In the classroom, our K- 2 teachers use the "Foundations" phonics program to increase our students' phonetic abilities and awareness. In the ENL classroom, we are using the "Recipe for Reading" program to increase the phonetic awareness, reading abilities, and writing skills of our ELL students.

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

At PS 65, we will consider some of the following programs as improvements over our past programs:

1. To provide classroom teachers with ENL methodologies in content areas classrooms.

2. To have the ENL teacher and ELA teachers co-teach more ELA lessons.

3. To provide additional professional development for all teachers and administrators regarding the specific needs of ELLs, language acquisition, and cultural awareness.

4. For Commanding (CM) ELL students to receive two (2) years of additional ELL support, including 90 minutes of Integrated ENL instruction.

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

We have no plans to discontinue any current programs or services for our ELLs.

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

All of our ELLs at PS 65 are afforded equal access to all school programs. All ELLs are invited and encouraged to participate in all of our academic and social after school programs. Additionally, our ELLs are encouraged to participate in our classroom field trips, in-school dance and music programs, and after school parental engagement activities (such as holiday dinners, movies, and events), as well as in the numerous sports activities and teams we have at PS 65 (basketball, cheerleading, soccer, and boxing, to name a few).

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.

Our school uses the following instructional materials to support our ELLs: teacher-created ELA units of study based on the "Recipe for Reading" program; "ReadyGen" literature; "Foundations;" BrainPop; and access to the internet through classroom computers and iPads available for classroom use; as well as bilingual dictionaries and glossaries.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in our ENL program through the translated texts, bilingual dictionaries and glossaries, and vocabulary, when applicable (cognates). and key vocabulary. All school memos and school- home correspondence are translated for ELL families. In the ENL program, home language support is delivered by providing dictionaries, glossaries, and bilingual or monolingual books in home languages.

TBE: not applicable.

DL: not applicable.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our administration ensures that the ENL teacher, service providers, and classroom teachers support our ELLs with the mandated minutes of instruction and support. All required services, supports, and resources correspond to the grade levels and ages of our ELL population. The resources offered are age and grade level appropriate, such as leveled books, picture dictionaries, and bilingual dictionaries and glossaries for our ELLs.
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).

At PS 65, the administration, LPT, ENL teacher, guidance counselors, parent coordinator, and pupil accounting secretary work as a team to assist our newly enrolled ELLs before the beginning of the school year, and continuing throughout the school year. Our PS 65 team assists students and their families by assisting them in completing school documents, holding parent orientation meeting, holding regular scheduled parent engagement every Tuesday from 2:20-3:00, and the ENL Title III summer program.

19. What language electives are offered to ELLs?
PS 65 does not offer any language electives.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

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.)
Our ENL teacher provides professional development for all ELL-related and invested school personnel regarding NYSESLAT testing, ELL ELA and math state testing, and CR 154 updates. Our ENL teacher also provides professional development regarding the Language Access Handbook & Tool Kit, NYSESLAT updates, ELL student preparation for assessments, and translation and interpretation services.
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?
Our ENL teacher attends NYC DOE professional development seminars on a regular basis, as necessary and/or warranted (for both DOE and ELL-related information and career development) throughout the school year. The ENL teacher also attends various UFT professional development seminars. These professional development seminars may be ELL-related, content area related, or teaching-related. Professional Development is also offered to our teachers of ELLs as they engage in and navigate the Common Core Learning Standards as developed by the NYS Education Department.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our administrative staff, guidance counselors, parent coordinator, ENL teacher, and fifth grade classroom teachers assist our ELLs and their families when researching, visiting, and applying for middle school. Additionally, our fifth graders take numerous field trips to local middle schools during the school year. Our guidance counselor and parent coordinator also assist our ELL parents by providing information regarding academic programs at the middle schools, and help them to select the best choice of middle school for each child.
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.
Per CR 154.2, fifteen percent (15%) of the total hours of professional development for all teachers will be ELL-specific, and the ENL teacher will attend and receive professional development for fifty percent (50%) of the total hours.

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?
Our ENL teacher schedules individual meetings with the parents of our ELLs during Parent Engagement, which is held every Tuesday (from 2:20 – 3:00). These parental meetings are scheduled to discuss the goals of our ENL program, individual student progress, and language proficiency assessments and results. Our ENL teacher makes available translated documents and language interpretation services so the parents of our ELL students fully understand and have access to the data, program information, and both the academic and linguistic development of their child.
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.
Our ENL teacher maintains a parent engagement log throughout the school year to record meetings, phone calls, and letters sent home to the parents of our ELL students. The log will be kept in our ENL binders. Records, notices, letters, and forms generated during the year during the identification and placement process will be kept in the ENL binder maintained by our ENL teacher.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our ENL teacher is developing an “Introduction to English” class for our ELL parents as a way of fostering both parent engagement opportunities and parental involvement. This class would consist of our ENL teacher and a Spanish-speaking pedagogue teaching this class. The class may be held either during Parent Engagement Tuesdays or as an after school or Saturday program. Our administration and PS 65 staff and personnel hold various dances, themed dinners, movie nights, and other family-related activities throughout the school year. All parents of all students are encouraged to attend with their families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
In prior school years, PS 65 received professional development from Children First Network 203 and our CFN 203 ELL Achievement Coach, Caihua Huang. In the 2015-2016 school year, we receive our ELL professional development through the NYC DOE’s Office of English Language Learners. They offer support in the areas of professional development, parent involvement, material resources, and through offering our ELLs and their families access to an excellent education. Our ENL teacher also attends various UFT-supported ELL professional development seminars throughout the school year.
5. How do you evaluate the needs of the parents?
Our ENL teacher and parent coordinator establish firm relationships with our ELL parents and families through the school year, and from year-to-year over time. Both the ENL teacher and parent coordinator inform our ELL parents that they are not only an information resource for our ELL parents, but advocates for them as well. Our ENL teacher and parent coordinator are also available to answer and field any questions and concerns our ELL parents may have.
6. How do your parental involvement activities address the needs of the parents?
Our ENL teacher presents our parents with an informal parent survey during Parent Orientations, Parent Teacher Conferences, Parent Engagement, parent meetings, and various other school/parent-related activities.

The ENL teacher-developed parent survey contains the following ELL-related queries:

1. In which language do you primarily communicate with the ELL student at home?
2. In which other language(s) do you communicate with the ELL student at home?
3. In which oral language would you prefer the school communicate with you?
4. In which written language would you prefer the school communicate with you?
5. What was the name and location of your child’s previous school?
6. What is your child’s formal educational background?
7. Do you have any concerns in regards to your child?
8. Do you have any questions in regards to your child and the school?
9. Do you have any questions regarding PS 65?
10. Is there anything you want us to know about your child?

NOTE: This informal survey is translated into the home languages of the parents when possible.

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:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

C. School Information

District 07	Borough Bronx	School Number 065
School Name Mother Hale Academy / PS 65x		

D. 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 Jasmine Gonzalez	Assistant Principal Danielle Presto
Coach Ingrid DeMichele, Lit Coach	Coach Beverely Moswatt, Math Coach
ENL (English as a New Language)/Bilingual Teacher Richard Mehno	School Counselor Salonia Henderson
Teacher/Subject Area Jewan Baboolal, Sp Ed Teacher	Parent Joanna Chavez
Teacher/Subject Area Jose Nunez	Parent Coordinator Samuel Morales
Related-Service Provider Luciana Bautista, Bil Guidance	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Elisa Alvarez	Other (Name and Title) Kristy Dela Cruz, ELLs Directo

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	0
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	430	Total number of ELLs	56	ELLs as share of total student population (%)	13.02%
--	-----	----------------------	----	---	--------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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
Dual Language														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	56	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	15	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
DL										0
ENL	41	0	17	15	0	3	0	0	0	56
Total	41	0	17	15	0	3	0	0	0	56

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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	8	7	9	8	15	7								54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other FU				1	1									2
TOTAL	8	7	9	9	16	7	0	56						

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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	1	2	0	3	3								14
Emerging (Low Intermediate)	2	4	3		4	1								14
Transitioning (High Intermediate)	1	1	2	1	1	1								7
Expanding (Advanced)	0	0	2	8	7	2								19
Commanding (Proficient)					1	1								2
Total	8	6	9	9	16	8	0	56						

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT 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

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	0	0	0	2	5								7

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8				8
4	9				9
5	3	2			5
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	5		3						8
4	8		1						9
5	3		2						5
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	2		2		2				6
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)	1	1						
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.
 At PS 65, early literacy skills are assessed using iReady Reading Diagnostics, Writing on Demand, Ready Word Study, the NYSITELL, the NYSESLAT, and DRAs from the prior school year. These assessments provide us with valuable data and information as to our students' reading engagement, oral reading fluency, reading comprehension skills, and English proficiency levels. These data assist us in planning and implementing our differentiated instructional plans to best meet the learning needs and learning styles of our ELL students, and to make progress against any apparent learning gaps. Our students in grades K-2 are emergent in story books and develop their reading fluency within their grade leveling within the first four to five months of the school year. By midyear, students' retelling of accounts in the story improve, along with the interpretation (skill to infer) as to the main idea and reflection of a story. We have also incorporated the ReadyGen curriculum school-wide, which provides additional literacy support across content areas for our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The students that scored Emerging (EM) and Transitioning (TR) from last years' results in the NYSESLAT (2014-2015 SY) improved from Beginning (B) and Intermediate (I) and were primarily students in kindergarten and first grades. The students that progressed to Transitioning (TR) and Expanding (EX) from last years' results in the NYSESLAT (2014-2015 SY) improved from Intermediate (I) to Adanced (A) and were primarily students in third and fourth grades. The students that progressed to Commanding (CM)) from last years' results in the NYSESLAT (2014-2015 SY) were primarily those students in the fourth and fifth grades. Our NYSITELL data patterns reveal that the majority of our ELLs tested in grades (K- 5) performed at the new Emerging and Transitioning levels.

 Our NYSESLAT data patterns reveal that the majority of our ELLs tested in grades K- 5 performed at the new Expanding (EX) and Commanding (CM) levels. The NYSITELL and NYSESLAT data combined indicates that on average, the majority of our ELLs are progressing one to two language proficiency levels per school year. The NYSESLAT indicates that the greatest rate of progress occurs with the younger students and in the areas of Listening and Speaking. However, students need more targeted support in Reading and Writing and in achieving Cognitive Academic Language Proficiency (CALPS).

11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At PS 65, we use the Annual Measurable Achievement Objectives (AMAO) to create specific learning objectives and goals for our ENL students, as both individual ELL students and ENL teacher-generated subgroups. Our ELL students are administered classroom bench mark assessments throughout the school year to monitor their academic and English Language Arts (ELA) progress. Our classroom teachers and ENL teacher co-plan their lessons to include language and vocabulary activities in every lesson. Our kindergarten, first grade, and second grade teachers introduce instructions in oral and reading activities daily, as well as the use of Foundations phonics on a regular basis.

Our data reveals that additional focus and instruction are required in the modalities of Reading and Writing for our ELL students. Therefore, our teachers maintain a purposeful focus and instructional strategies on the reading and writing skills of our ELLs in both their ELA lessons and social studies lessons, as necessary.

When utilizing the AMAO tool, we realize that making ELL progress in AMAO 1 is measured by one of three ways:

- 1) advancing one overall proficiency level on the NYSESLAT between two test administrations, or
- 2) making a total scale score gain of 43 points on the NYSESLAT for those students who maintain the same proficiency level between two test administrations, or
- 3) scoring at or above the Intermediate Level on the NYSESLAT for those students with one data point.

When utilizing the AMAO tool, we realize that making ELL progress in AMAO 2 is measured by the following:

The high standard for AMAO 2 remains unchanged. ELLs must score at the proficient level (the highest of the four proficiency levels) on both the L/S and R/W modality combinations of the NYSESLAT to be classified as English proficient. All ELLs who are tested on the NYSESLAT each year will be included in the calculation of AMAO 2.

Data from the AMAO tool is used to focus on student progress towards NYSESLAT proficiency for ELLs to identify subgroups within grades and ELL levels of proficiencies, to design effective instruction, and to identify when academic interventions need to be in place. The AMAO tool also has in place an early warning system to identify students at risk of lower academic achievement, as well as a tool to analyze student data in content area classes.

We have not yet used the AMAO tool to analyze data. Soon to come.

12. For each program, answer the following:

- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

In our freestanding English as a New Language (ENL) program, our students are making steady advances to achieve higher proficiency levels as the school year advances. All of our ELL students are working on improving their reading comprehension skills, as well as improving their language skills of Listening, Speaking, Reading, and Writing. Teacher teams and administrative teams are utilizing all assessment results and accompanying data to provide better instruction to meet student needs and gaps. We are also implementing differentiated instruction for all instruction to better help our students succeed. At PS 65, we adhere to the directive that our ELL students require differentiated instruction and time modifications to meet the standards, demands, and requirements of our state mandated curriculum.

Entering, Emerging, and Transitioning ELLs in grades 3- 5 who are administered assessments in their home language as opposed to English achieve higher test scores. Expanding, and Commanding ELLs in grades 3- 5 are administered assessments in English but are provided with native language bilingual glossaries. We use results from ELL periodic assessments to differentiate and drive instruction and to create small focus groups to target individual language needs.

13. 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](#).]

As required by New York State, the data attained from the Home Language Identification Survey (HLIS), as well as individual interviews with the student and parent/guardian, determine a student's ELL status as they enter school, and assess whether literary skills and competencies are at grade level. If the ELL student is identified as at-risk, the student receives RtI instructional support. This initial identification process assists in determining targeted factors which may influence the student's English language learning process, which in turn may guide instructional strategies. Data from the NYSITELL and previous year's NYSESLAT scores are used to determine our ELL students' current level of English proficiency. Additionally, teachers administer iReady Reading Diagnostics to gather detailed data as to oral fluency and English reading comprehension skills. PS 65 is currently using ReadyGen for literacy,

which is aligned to the Common Core curriculum, and includes a Response to Intervention (RtI) methodology. In using ReadyGen in the classroom, our teachers provide step-by-step Tier 1 and Tier 2 support to our ELLs. Within the classroom, we focus on intentional small-grouping under the direction of the classroom teachers and the ENL teacher. This instructional strategy affords students the opportunity to practice oral and written language with strong vocabulary support, along with topics that include home language and cultural knowledge connections. ELL students also have writing journals that capture ELL student English language progress and provide on-going data to teachers as to further instructional support to provide our ELLs. Additionally, these RtI practices are used in mathematics, science, and social studies at PS 65.

14. How do you make sure that a student's new language development is considered in instructional decisions?

Second language development is evident in both lesson planning and instructional practice. The teachers at PS 65 make use of cognates and other familiar concepts in the students' home language, when possible, to support English reading comprehension and English language acquisition. An understanding of students' home language strengths (and conversely, weaknesses or deficiencies), vocabulary, and conversational L1 abilities are also taken into consideration when lesson planning and teaching. Additionally, and as an example, ELL-produced errors in verb tense, subject/verb agreement, word order, plurals, articles, and possessives should not be interpreted as a disability, but as a normal condition of the language acquisition process for many ELLs. Teachers at PS 65 do not enter the classroom with preconceived notions of "limited" language abilities or lower expectations for our ELL students, who enter the classroom with syntactic and morphological rules already in place from their home languages. We understand that our ELL students require input that is understandable. Therefore, our teachers must provide appropriate background knowledge, use visual cues, use content clues, and present vocabulary that is clarified. Our ELLs must be encouraged to engage in higher-order thinking through the practice of differentiated yet deep and challenging questioning scaffolded to the learning styles and abilities of the individual and grouped ELL students in the classroom.

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?
- f. How are EPs performing on State and other assessments?

We do not have a dual language program at PS 65.

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

The success of our program for ELLs is evaluated through the achievement of our ELLs in the following assessments:

How well our ELL students in grades 3 - 5 perform on the NYS ELA exams, math exams, and grade 4 science exams;

How well our ELL students in grades K - 5 progress on their iReady Reading Diagnostics levels over the course of each school year;

How well our ELL students in grades K - 5 progress on all four modalities of the NYSESLAT (Listening, Speaking, Reading, and Writing), as they progress year to year through the new proficiency levels of Entering (EN), Emerging (EM), Transitioning (TR), Expanding (EX), and Commanding (CM).

Part IV: ELL Identification Process

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

14. 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.

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

15. 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).

Upon registering and/or entering PS 65, students are identified as potential SIFE students through an initial oral examination of the student and parent/guardian by our New York State certified ENL teacher, New York State certified bilingual teacher, or assistant principal. If the evaluation of the oral interview warrants further action in identifying a student as SIFE, we utilize the Literacy Evaluation for Newcomer SIFE (LENS) diagnostics tool provided on the New York City Department of Education Intranet to determine SIFE status. Currently, PS 65 has no identified SIFE students.

16. 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).

At PS 65, our Language Proficiency Team follows the procedures of identifying ELLs with IEPs outlined in the ELL Policy and Reference Guide. As such, we have formed a Language Proficiency Team (LPT) to determine NYSITELL eligibility for new admits in grades kindergarten to five (K-5) with an Individualized Education Program (IEP). Our newly enrolled students with IEPs are initially identified by the staff member (New York State certified ENL teacher, New York State certified bilingual teacher, or assistant principal) first interviewing the parent and student as they register for our school. Our Language Proficiency Team (LPT) members are then informed by email of the addition of the new student, and the accompanying IEP. Our LPT members are composed of our PPT team, which meets regularly once a week on Friday mornings, and the newly enrolled IEP students are identified and discussed at each of these weekly PPT meetings, as necessary.

For those students with an IEP and a home language other than English as indicated on their Home Language Identification Survey (HLIS), the LPT will conduct an in-depth personal interview with the student and parent/guardian, review prior school work and records if available, and review the Individualized Education Program (IEP) in order to determine if the NYSITELL will be administered to the student. Our LPT will also determine whether the student has the sufficient oral and literacy skills in English for the grade in which the students will be enrolled. The student will then be interviewed in their home language (when available) and in English. If available, any prior academic work and/or records of the student will be reviewed by the LPT. If prior academic work and/or records are not available, the LPT will avail our own grade appropriate academic materials to conduct informal and formal assessments of the student. Our LPT will then determines whether the student has second language acquisition needs as possible ELL, or whether the IEP-identified disability of the student is the major factor determining if the student will demonstrate any language proficiency in English. Upon the determination that the student in question may be an ELL with new language needs, the NYSITELL will be administered by our ENL teacher. If it is determined by our LPT that the student's disability is affecting the student's ability to demonstrate a proficiency in English, our recommendation of not administering the NYSITELL to this student will be forwarded to the principal. The principal will then decide whether or not the NYSITELL, in her review of the LPT's recommendation, shall or shall not be administered. If the principal disagrees and does not accept the LPT's recommendation that the student's disability is affecting the student's ability to demonstrate a proficiency in English, the NYSITELL is automatically administered to the student by the ENL teacher. If the principal agrees and accepts the LPT's recommendation student's disability is affecting the student's ability to demonstrate a proficiency in English, the principal will submit the recommendation to our district superintendent for a final decision. In addition, the parent and/or guardian will be notified by both letter and in-person/phone call of the LPT process and request in their home language. Our school, LPT, and administration have twenty (20) within enrollment to complete this process.

PS 65 will administer the SIFE Oral Interview Questionnaire to all newly identified ELLs in grades three to five (3-5) should we suspect that the newly enrolled student may have a gap in education or may have had an inconsistent education. If a gap of two or more years is determined to exist, our ENL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS) to those students with a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish in order to determine SIFE status. For all other languages not listed above, PS 65 will continue to determine SIFE status using our existing procedures, such as using the SIFE Oral Interview Questionnaire with all languages. Additionally, our school has thirty (30) days from initial enrollment to make an initial determination.

17. 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.

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

18. 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).

After being newly identified through the NYSITELL as an ELL or non-ELL student, the parent or guardian of the student has the right to request the ELL Re-Identification Process. Parents, as well as the school and student, who believe the student was misidentified as an ELL or non-ELL, may request that the ELL identification process be administered a second time. This request must be made within forty-five (45) days of enrollment. AT PS 65, we inform our parents during the ELL Parent Orientations held in the beginning of the school year with all newly identified ELL parents, as well as in conversation and phone calls made early in the school year to our parents by the ENL teacher.

As indicated in the ELL Policy and Reference Guide, our ENL teacher will inform parents during the parent orientation seminar that they have the right to appeal their child's ELL status within forty-five (45) days of enrollment through the re-identification process. Parents will be informed in their HLIS-identified home language and in English of the procedures for initiating the re-identification process. The Re-Identification Process must be completed within ten (10) school calendar days of receipt of written notice; however, if the Committee on Special Education (CSE) must be consulted, the process must be completed within twenty (20) school calendar days. Copies of any and all letters will be kept in files maintained by the ELL coordinator, as well as placing the original documents in the student's cumulative folder.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
 2. School reviews all documents related to the initial or reentry identification process detailed above.
 3. School reviews the student's work in English and in the home language.
 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
 5. School consults with parent or guardian.
 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is eighteen (18) years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is eighteen (18) years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is eighteen (18) years of age or older) in the parent's preferred language within ten (10) school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
 11. All notifications and relevant documents must be kept in the student's cumulative folder.
19. 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.

At the beginning of the school year and throughout September and into October, if necessary, our parents/guardians are invited to several parent orientations held by the assistant principal, the ESL teacher, and the parent coordinator. All three team members reach out to parents/guardians through direct oral communication, the mailing of notification letters, and letters distributed to individual students and placed in backpacks and homework packets of the students for home delivery. Parent orientations are held both in the morning and after school for the convenience of our parents, and are held several times throughout the month of September, with notifications accompanying each parent orientation announcement. At our orientations, parents receive a copy of the NYC DOE Guide for Parents of English Language Learners in both English and their native language, and watch the NYC DOE parent orientation video in their home language. The video describes the three (3) placement programs provided by the New York City Department of Education: Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a New Language (ENL). The parents/guardians are encouraged to ask any questions they may have regarding their child's placement and program choice. If parents are unable to attend any of the scheduled parent orientations, they are invited and encouraged to make an appointment with the assistant principal, ENL teacher, and/or parent coordinator to address any concerns or questions they may have regarding their child's ELL identification and program placement. Our ENL teacher will also contact these parents unable to attend any of the previously held parent orientations, and invite and encourage them to meet with our ENL teacher during our regularly scheduled Tuesday parent engagement sessions (2:20-3:00). In addition, for those parents requiring information, forms, or contact with PS 65 in a language other than English or Spanish, we avail the services of the New York City Department of Education's Translation and Interpretation Unit, an internal resource for accessing written translation and oral interpretation

services with which we may better communicate with and better engage the limited-English-proficient parents of our English language learners .

20. 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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

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

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

22. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed by the ENL teacher within ten (10) days after testing. Our school administration and ENL teacher oversee the distribution of the notification letters.

23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our ENL teacher maintains binders in which all ELL-related documents are retained. Original HLIS documents are placed in students' cumulative folders, while copies of the HLIS and other ELL documentation are maintained in the ENL binders located in the ENL teacher's office, and in the main office of our school. Requests for access to these binders are provided under the aegis of our ENL teacher, an LPT member, and/or an administrator at PS 65.

As per the ELL Policy Reference Guide, completed HLIS forms and Parent Survey & Program Selection forms must be placed in the student's cumulative file and remain a part of the student's permanent record. The ENL teacher also maintains originals and copies of the following ELL-related documents in both the ENL-teacher maintained binders and student cumulative folders:

- Dated and signed copies of each student's Home Language Identification Survey (HLIS)
- Parent Survey and Selection Form
- Program Placement Letter
- Entitlement Letter (newly identified ELLs)
- Continued Entitlement Letter (continuing ELLs)
- Non-Entitlement Letter
- Language Proficiency Team NYSITELL Determination Form

24. 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.

The following steps are taken at PS 65 to ensure the administration of all sections of the NYSESLAT:

1. Our ENL teacher generates the RLER report on ATS to identify the students eligible for the NYSESLAT.
2. Our ENL teacher creates a calendar for testing which follows the dates of administration provided by the SED.
3. This calendar will consist of testing dates and ELL students to be assessed under the four (4) NYSESLAT modalities.
4. Pre-slugged answer documents are located for each student to be tested in all modalities, and blank answer are completed for students who do not have pre-slugged answer sheets.
5. Our ENL teacher will coordinate the testing of our ELL students using pedagogues other than the ENL teacher and the students' classroom or content area teachers to administer the NYSESLAT.
6. The scoring of the NYSESLAT Speaking and Writing assessments are scored by a committee of teachers, with no one teacher/scorer permitted to score more than one-third (1/3) of any scoring section.

7. Our ENL teacher does not score any of the NYSESLAT assessments.
8. All NYSESLAT assessments are untimed and our ELL students with an IEP are provided mandated accommodations.
9. All NYSESLAT tests, forms, and accompanying documents, both before, during, and after testing are secured in either the principal's locked testing closet, the school's locked testing closet, and/or the ESL coordinator's locked testing closet. These NYSESLAT documents are secured from the time of delivery by the SED to PS 65 until their return and/or delivery to the Borough Assessment Office at Fordham Plaza and MetriTech.

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed to our parents by letter at their home address and in their home language. Additionally, our ELL students are provided with take-home copies of these same letters to deliver to their parents after school. Our ENL teacher will also place phone calls to our ELL parents to ensure that all documents are received, and that the communications in these letters are understood. All letters are translated in the identified home languages of our ELL population, and phone calls are made availing a translator when applicable and necessary. Copies of all letters and correspondence between PS 65 and our ELL homes are kept on file in the ENL teacher's binders.
26. 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).

At PS 65, the trend in program choices that parents have requested is Free Standing English as a New Language (ENL). All of our parents in prior 2014-2015 school year and current 2015-2016 school year have chosen Free Standing English as a New Language (ENL). The program model (ENL) offered at PS 65 is aligned with the current one-hundred percent (100%) of our parents opting for Free Standing English as a New Language (ENL).

As required under Aspira Consent Decree, if we discover that PS 65's ENL program model offered at our school is not aligned with parent requests, we will form bilingual education classes in grades kindergarten through five (K-5) when we have fifteen (15) or more English Language Learners of the same language in two (2) continuous grade levels. Additionally, when a parent selects a program which PS 65 does not provide (currently Transitional Bilingual Education and a Dual Language program), our administration and LPT will make a concerted effort to locate a school which provides the parent's program of choice of TBE or DL.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).

- d. Freestanding ENL program.

At PS 65, our ELL students receive services in a Freestanding ENL Program (ENL) which incorporates both the push-in and pull-out models of instruction. In kindergarten, grade one, and grade two (K-2), our ELLs are grouped through NYSITELL and NYSESLAT language proficiencies, as well as additional ELA-related data from our iReady assessments. Both small group pull-out ENL instruction and ELA/social studies content area push-in ENL instruction are delivered by our New York State TESOL certified teacher, with co-teaching being the model used for our ENL push-in instruction. In grades three to five (3-5), our ELLs are grouped primarily based upon their NYSESLAT scores under the four (4) modalities of listening, speaking, reading, and writing, as well as the iReady data we have initiated during the 2015-2016 school year.

Both small group pull-out ENL instruction and ELA/social studies content area push-in ENL instruction are delivered by our New York State TESOL certified teacher, with co-teaching being the model used for our ENL push-in instruction. In grades three, four, and five (3-5), our ENL teacher co-teaches during the ELA content instructional period with the general education ELA teacher, and special education teacher in our integrated CCT classes. Our ENL teacher also pushes into our special education ELA classes in grades three, four, and five (3-5), and co-teaches with the special education teacher in the classroom. Our ENL teacher also pulls out small groups in grades kindergarten through five (K-5) for listening, speaking, reading, and writing instruction, with a focus on the DOE-approved "Recipe for Reading" reading recovery program. Our ELLs in grades one

through five (1-5) are placed in one to two mainstream general education classes per grade, with an additional one special education class per grade. Our ELLs, fifty-five in total (55), receive their ELA content area instruction in their classroom, with the ENL teacher pushing in on a regular basis, except for small group reading recovery and RtI instruction, as necessary. Our ENL teacher pushes into classrooms to provide integrated ENL instruction and pulls out ELLs from their classrooms to provide instruction with five to eight (5-8) students per group for stand-alone ENL. Our ELLs are provided with home language supports such as bilingual dictionaries, bilingual glossaries, translated texts, and both peer-led and teacher-led academic and social scaffolding in their home language, when possible.

Per CR 154.2, our ELLs receive the following mandated ENL minutes:

ENTERING: Students at the Entering (EN) proficiency level will receive 360 minutes of ENL instruction per week.

180 minutes of the 360 minutes will be stand-alone ENL instruction, and the remaining 180 minutes will be in integrated ENL instruction.

EMERGING: Students at the Emerging (EM) proficiency level will receive 360 minutes of ENL instruction per week.

90 minutes of the 360 minutes is will be stand-alone ENL instruction, and the remaining 270 minutes will be in integrated ENL instruction.

TRANSITIONING: Students at the Transitioning (TR) proficiency level will receive 180 minutes of ENL instruction per week.

90 minutes of the 180 minutes will be stand-alone ENL instruction, and the remaining 90 minutes will be in integrated ENL instruction.

EXPANDING: Students at the Expanding (EX) proficiency level will receive 180 minutes of integrated ENL instruction per week.

COMMANDING: Students at the Commanding (CM) proficiency level will receive 90 minutes of integrated ENL instruction per week for an additional two (2) years after testing out as 'commanding' on the NYSESLAT.

NOTE:

Stand-alone English as a new language is an ENL delivery model in which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.

Integrated ENL is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers

e. TBE program. *If applicable.*

Not applicable.

f. DL program. *If applicable.*

Not applicable.

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At PS 65, we maintain the mandated number of instructional minutes per student in STARS, as well as by emails to the principal with the ENL teacher's instructional program. The amount of Integrated ENL instruction and stand-alone ENL instruction is based on each student's proficiency level as outlined in CR Part 154.2.

Per CR 154.2, our ELLs receive the following mandated ENL minutes:

ENTERING: Students at the Entering (EN) proficiency level will receive 360 minutes of ENL instruction per week, which translates to two (2) units of study. 180 minutes of the 360 minutes will be stand-alone ENL instruction, and the remaining 180 minutes will be in integrated ENL instruction.

EMERGING: Students at the Emerging (EM) proficiency level will receive 360 minutes of ENL instruction per week, which translates to two (2) units of study. 90 minutes of the 360 minutes will be stand-alone ENL instruction, and the remaining 270 minutes will be in integrated ENL instruction.

TRANSITIONING: Students at the Transitioning (TR) proficiency level will receive 180 min. of ENL instruction per week, which translates to one (1) unit of study. 90 minutes of the 180 minutes will be stand-alone ENL instruction, and the remaining 90 minutes will be in integrated ENL instruction.

EXPANDING: Students at the Expanding (EX) proficiency level will receive 180 minutes of integrated ENL instruction per week, which translates to one (1) unit of study.

COMMANDING: Students at the Commanding (CM) proficiency level will receive 90 minutes of integrated ENL instruction per week, for an additional two (2) years after testing out as 'commanding' on the NYSESLAT.

NOTE:

Stand-alone English as a new language is an ENL delivery model in which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.

Integrated ENL is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers.

23. 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.

Our ENL teacher uses the Sheltered Instruction Observation Protocol (SIOP) method to make the content area material accessible and comprehensible to our ELLs. The core content is delivered by both the general education classroom teachers, the special education teachers, and the ENL teacher in a co-teaching workshop model. Our ENL teacher will make avail of various scaffolding techniques to foster accessibility and comprehension of the content area material. These techniques include, but are not limited to, graphs and charts, organizers and webs, previewing the vocabulary, making the vocabulary 'ELL-friendly and accessible (with such techniques as pictures, videos, physical gestures, mental pictures, and an ELL understandable breakdown of the words used when defining such academic vocabulary), front loading, and accessing and connecting to prior knowledge and background knowledge. Differentiated instruction is mandated and included in each and every lesson in every classroom, and is based upon and grouped by the needs, levels, and abilities of our ELL students. Our ENL teacher's push-in and pull-out sessions, as well as our general classroom and special education classroom, are purposefully differentiated for all PS 65 lessons on a daily basis. Students are provided with bilingual dictionaries and glossaries, when available, to foster further comprehension of the instructional and content material delivered in the classroom.

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

After it has been determined, through the interview process and administration of the HLIS, that a newly enrolled student has a home language other than English, we administer the NYSITELL. If the results of the NYSITELL indicate that the student is an ELL, and was identified as having a home language of Spanish (SP) on the HLIS, our ENL teacher administers the Spanish LAB. Our HLIS and NYSITELL identified Spanish speaking students, as well as our other students identified by the HLIS and NYSITELL as having a non-English home language, will be provided with bilingual dictionaries, glossaries, and other language aids, as available. Additionally, our ELLs are entitled to translated versions of the New York State math and science examinations. For our grade three through five (3-5) ELL students, the PS 65 test coordinator will request and provide translated versions of the New York State math examinations in the identified languages of our ELLs. For our grade four (4) ELL students, the PS 65 test coordinator will request and provide translated versions of the New York State science examinations in the identified languages of our ELLs. All translated math and science examinations will be provided with the English version. The ELL student may then decide which version in which they wish to use record their answers. For those low incident languages for which there are no translated versions of the exams, PS 65 will request ahead of the testing period, and provide on the days of the exams, an interpreter provided by the Office of Translation and Interpretation Services.

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

At PS 65, our instruction is differentiated for ELLs in the content areas. More specifically, our ELL instruction is differentiated by incorporating Sheltered Instruction Observation Protocol (SIOP) methodologies and strategies to make the content area material accessible and comprehensible to our ELLs. The core area content material is delivered by both the general education classroom teachers, the special education teachers, and the ENL teacher in a co-teaching workshop model. Our ENL teacher will make use of several scaffolding techniques to enhance comprehension of the content area material, such as using language objectives, making predictions, reading for context clues, sequencing and transitions, and using compare and contrast. Students are arranged small group settings, and in turn, grouped according to their language proficiencies, iReady results, and language acquisition abilities and needs in the four modalities of listening, speaking, reading, and writing. Our ENL teacher will incorporate each of these four modalities (listening,

speaking, reading, and writing) in all instructions and lessons for our ELL students. And finally, our ENL teacher will provide various simulated opportunities to take NYSESLAT practice exams throughout the school year, to both familiarize the ELL students with the form of newly developed NYSSLAT exams, and to practice taking the NYSESLAT exam itself.

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

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

Our ENL teacher, classroom teachers, and special education teachers differentiate their content area instruction for every lesson, as well as incorporating the four language modalities of listening, speaking, reading, and writing into every lesson. Some of the strategies used for differentiated their instruction include small group instruction, webs and organizers, photos, videos, technology, graphs, and diagrams. Our ENL teacher also incorporates various SLOP strategies into the content area lessons (these strategies include, but are not limited to turn-and-talk, think-pair-and-share, and think-aloud). Our ENL teacher also focuses on our ELL students' use of vocabulary, grammar, and phonics. This differentiation will also include the use of manipulatives, realia, visual materials, and audio materials,

- a. The strategies employed for SIFE students would be used to make both English language acquisition and content area material comprehensible to the SIFE student, who comes to us with a vast deficit of both English language skills and content area knowledge. Therefore, we need to accelerate their English language acquisition while simultaneously promoting content area material to overcome these deficits area material. Our SIFE students will receive sheltered language instruction which is modified to increase their comprehension of content material, as well as to make a connection with their prior knowledge of the content area. Our SIFE students also require explicit instruction in phonics, phonemic awareness, and vocabulary, as well as explicit instruction in the practice of improving fluency and comprehension in their reading and writing skills.
 - b. Our ELL Newcomers, those students with less than three years of school, benefit from differentiated instruction in small group work, including small group pull-out, which promotes their language acquisition needs and understanding of the content material presented in the lesson. Some of the strategies used to differentiate instruction for Newcomers include visual aids, photos, videos, manipulatives, and realia. For our Newcomers, we model language through gesturing, role play, and physical demonstrations. Through both peer-to-peer and teacher-to-peer interactions, Newcomers are afforded the opportunities to develop their oral English language proficiency through less pressure to perform, as they view many of these activities as "fun." Our Newcomers are also permitted and encouraged to respond to written prompts through student-drawn pictures, and to respond in their home languages
 - c. Our Developing ELLs, those receiving services for four to six (4-6) years, are taught with clearly defined content area objectives and language objectives. Our ENL teacher provides activities which integrate lessons along with language, such as restating the question when answering, answering in complete sentences, summarizing the concept or lesson presented, and writing prompts leading from paragraph writing to essay writing. Students are taught to use and recognize transition words, use content area vocabulary, and read for information from context clues. Graphic organizers, webs, and other assistive strategies are used for pre-writing, writing, and editing. Students are to become familiar with these techniques and strategies to use not only when formally assessed, but in their own listening, speaking, reading, and writing skills put to use in their daily and actual lives.
 - d. Any Long-Term ELLs who has been held over and completed six years of ENL services are usually those students with a disability that limits their ability to pass the NYSESLAT. These students are usually placed in an ICT setting. Our ENL teacher will create instructional objectives and strategies particular to this individual student, taking into consideration the abilities, needs, requirements, and IEP program for this student. According to CR part 154, ELL students who do not make adequate progress will receive additional supports, such as RTI and AIS, and, if necessary, the student may be referred for additional instruction.
 - e. At PS 65, we provide testing accommodations to Commanding (CM) ELLs for up to two years after achieving the Commanding proficiency on the NYSELAT. Per CR 154, our ELL Commanding students will also receive 90 minutes of ENL instructional support for two years. Additionally, Commanding ELLs are also invited to participate in our Title III after school program, Readers' Café.
27. 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.

Per the ELL Policy and Reference Guide, our ENL teacher will inform our parents during Parent Orientation that they have the right to appeal their child's ELL status through the Re-Identification process. Parents are informed in English and in their home language of the following procedures outlined in the ELL Policy and Reference Guide:

1. A written request is made to initiate the Re-Identification process (the parent writes a letter to principal).
2. The school reviews all documents related to the Initial or Re-entry Identification process detailed above.
3. The school reviews the student's work in English and in the home language.
4. The school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-Identification process include a second administration of the NYSITELL.
5. The school consults with the parent or guardian.
6. The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

We have not yet had a case where an ELL has gone through the Re-Identification process. However, in the event that we do, the following protocol is in place:

1. Within the forty-five (45) day window, The ENL teacher, LPT members, and classroom teachers closely monitor student progress and achievement through formal and informal assessments and observation.
 2. If the ENL teacher, LPT member, classroom teacher, and/or parent identifies reasons to initiate the Re-Identification process, it is immediately brought to the principal's attention and procedures 1-11 in the ELL Policy and Reference Guide (noted above) are followed.
28. 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?

Paste Some of the instructional strategies implemented are think-aloud, turn-and-talk, stop-and-jot, and think-pair-share. Our ENL and special education teachers also provide sentence frames for answering questions both orally and in writing, which helps to develop clear language objectives. At PS 65, we also have available school psychologists, social workers, guidance counselors, speech teachers, a physical therapist, and a family worker. Our newly formed Language Proficiency Team (LPT) will now be responsible for determining if students who have, or are suspected of having, a disability should be initially identified as an ELL student and receive ELL services. Furthermore, the LPT will determine on an individual student basis how best to evaluate an ELL with special needs.

Chart 5.1 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?

Our ELLs-SWDs receive instructional support to achieve their IEP goals and attain English proficiency within the least restrictive environment. Our ELLs- SWDs also receive support from a licensed special education teacher, a licensed common branch teacher, and a licensed ENL teacher in inclusion classes (mainstream and special education). We provide the required mandated services to meet the diverse needs of our ELL-SWDs within the least restrictive environment.

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*
	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(u) 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.

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.

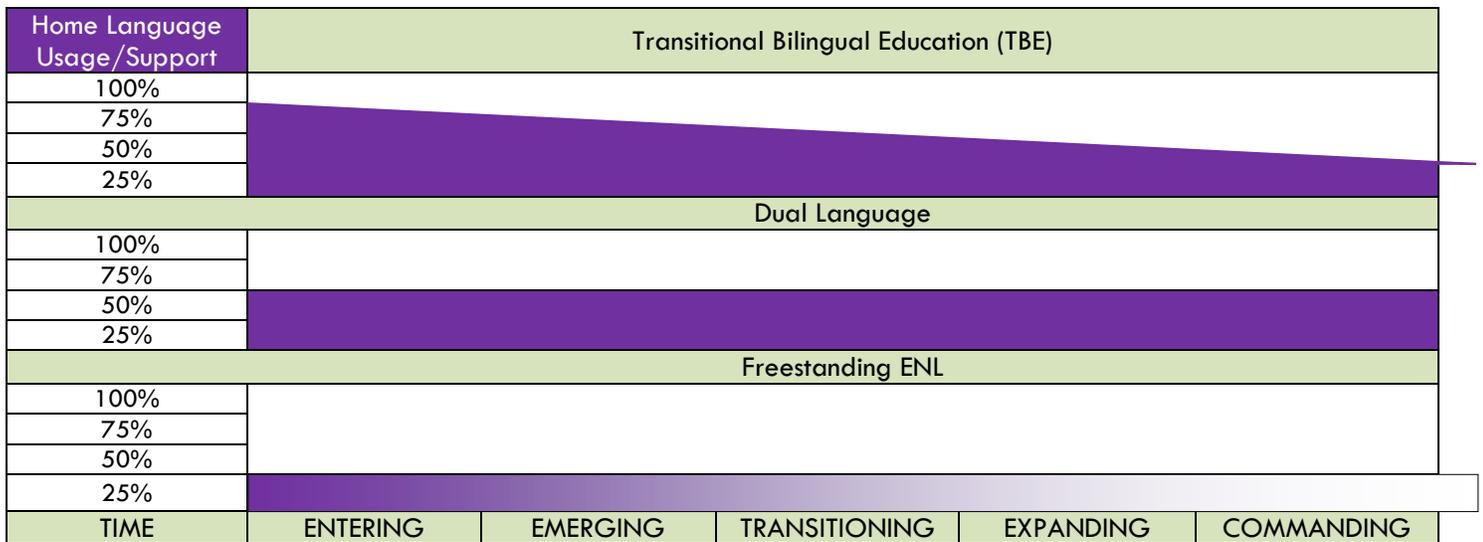


*Note: “other approved services” does not apply to New York City at this time.

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.



E. Programming and Scheduling Information--Continued

30. 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. At PS 65, our Rtl teams use and identify students on basis of the 3 Tier system. In Tier 1, students are served by their classroom teachers in small group settings based on the data and teacher observances, with the goal of these students becoming self-sufficient in terms of learning and leading their own Rtl sessions. The data from the Rtl program, as well as other ongoing assessments, assist the teacher in creating these small groups. The Tier 1 classroom encourages student collaboration, and increases the instruction for the students in this small group setting. There are ongoing informal assessments to ensure the groups are productive and advancing academically.

Our Tier 2 Rtl instruction requires teacher-led lessons and practices in small groups, in which the teacher and students work together on the lessons and activities focusing on specific skills and abilities of this small group of students. Our ENL teacher utilizes Tier 2 Rtl small group settings with our Newcomers acquiring English language for the first time.

Our Tier 3 Rtl instruction is in a very small group setting. Our ENL teacher will work with one or two students on acquiring English language skills in an intimate educational setting.

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

Our current ENL program is becoming effective, as we have identified those areas of need in terms of reading and writing acquisition for our ELLs. We have identified, through iReady and NYSESLAT results, that phonics and phonetical awareness need to be improved across all levels in order to increase our ELL reading and writing abilities. We are now concentrating on eradicating our phonetical deficit through daily phonetic awareness and lessons. In the classroom, our K- 2 teachers use the “Foundations” phonics program to increase our students’ phonetic abilities and awareness. In the ENL classroom, we are using the “Recipe for Reading” program to increase the phonetic awareness, reading abilities, and writing skills of our ELL students.

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

At PS 65, we will consider some of the following programs as improvements over our past programs:

1. To provide classroom teachers with ENL methodologies in content areas classrooms.
2. To have the ENL teacher and ELA teachers co-teach more ELA lessons.
3. To provide additional professional development for all teachers and administrators regarding the specific needs of ELLs, language acquisition, and cultural awareness.
4. For Commanding (CM) ELL students to receive two (2) years of additional ELL support, including 90 minutes of Integrated ENL instruction.

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

We have no plans to discontinue any current programs or services for our ELLs.

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

All of our ELLs at PS 65 are afforded equal access to all school programs. All ELLs are invited and encouraged to participate in all of our academic and social after school programs. Additionally, our ELLs are encouraged to participate in our classroom field trips, in-school dance and music programs, and after school parental engagement activities (such as holiday dinners, movies, and events), as well as in the numerous sports activities and teams we have at PS 65 (basketball, cheerleading, soccer, and boxing, to name a few).

35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our school uses the following instructional materials to support our ELLs: teacher-created ELA units of study based on the “Recipe for Reading” program; “ReadyGen” literature; “Foundations;” BrainPop; and access to the internet through classroom computers and iPads available for classroom use; as well as bilingual dictionaries and glossaries.

36. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in our ENL program through the translated texts, bilingual dictionaries and glossaries, and vocabulary, when applicable (cognates). and key vocabulary. All school memos and school- home correspondence are translated for ELL families. In the ENL program, home language support is delivered by providing dictionaries, glossaries, and bilingual or monolingual books in home languages.

TBE: not applicable.

DL: not applicable.

37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our administration ensures that the ENL teacher, service providers, and classroom teachers support our ELLs with the mandated minutes of instruction and support. All required services, supports, and resources correspond to the grade levels and ages of our ELL population. The resources offered are age and grade level appropriate, such as leveled books, picture dictionaries, and bilingual dictionaries and glossaries for our ELLs.

38. 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).

At PS 65, the administration, LPT, ENL teacher, guidance counselors, parent coordinator, and pupil accounting secretary work as a team to assist our newly enrolled ELLs before the beginning of the school year, and continuing throughout the school year. Our PS 65 team assists students and their families by assisting them in completing school documents, holding parent orientation meeting, holding regular scheduled parent engagement every Tuesday from 2:20-3:00, and the ENL Title III summer program.

39. What language electives are offered to ELLs?

PS 65 does not offer any language electives.

40. 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)?

Not applicable.

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our ENL teacher provides professional development for all ELL-related and invested school personnel regarding NYSESLAT testing, ELL ELA and math state testing, and CR 154 updates. Our ENL teacher also provides professional development regarding the Language Access Handbook & Tool Kit, NYSESLAT updates, ELL student preparation for assessments, and translation and interpretation services.

6. 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?

Our ENL teacher attends NYC DOE professional development seminars on a regular basis, as necessary and/or warranted (for both DOE and ELL-related information and career development) throughout the school year. The ENL teacher also attends various UFT professional development seminars. These professional development seminars may be ELL-related, content area related, or teaching-related. Professional Development is also offered to our teachers of ELLs as they engage in and navigate the Common Core Learning Standards as developed by the NYS Education Department.

7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our administrative staff, guidance counselors, parent coordinator, ENL teacher, and fifth grade classroom teachers assist our ELLs and their families when researching, visiting, and applying for middle school. Additionally, our fifth graders take numerous field trips to local middle schools during the school year. Our guidance counselor and parent coordinator also assist our ELL parents by providing information regarding academic programs at the middle schools, and help them to select the best choice of middle school for each child.

8. 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.

Per CR 154.2, fifteen percent (15%) of the total hours of professional development for all teachers will be ELL-specific, and the ENL teacher will attend and receive professional development for fifty percent (50%) of the total hours.

G. Parental Involvement

7. 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?

Our ENL teacher schedules individual meetings with the parents of our ELLs during Parent Engagement, which is held every Tuesday (from 2:20 – 3:00). These parental meetings are scheduled to discuss the goals of our ENL program, individual student progress, and language proficiency assessments and results. Our ENL teacher makes available translated documents and language interpretation services so the parents of our ELL students fully understand and have access to the data, program information, and both the academic and linguistic development of their child.

8. 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.

Our ENL teacher maintains a parent engagement log throughout the school year to record meetings, phone calls, and letters sent home to the parents of our ELL students. The log will be kept in our ENL binders. Records, notices, letters, and forms generated during the year during the identification and placement process will be kept in the ENL binder maintained by our ENL teacher.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our ENL teacher is developing an “Introduction to English” class for our ELL parents as a way of fostering both parent engagement opportunities and parental involvement. This class would consist of our ENL teacher and a Spanish-speaking pedagogue teaching this class. The class may be held either during Parent Engagement Tuesdays or as an after school or Saturday program. Our administration and PS 65 staff and personnel hold various dances, themed dinners, movie nights, and other family-related activities throughout the school year. All parents of all students are encouraged to attend with their families.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In prior school years, PS 65 received professional development from Children First Network 203 and our CFN 203 ELL Achievement Coach, Caihua Huang. In the 2015-2016 school year, we receive our ELL professional development through the NYC DOE’s Office of English Language Learners. They offer support in the areas of professional development, parent involvement, material resources, and through offering our ELLs and their families access to an excellent education. Our ENL teacher also attends various UFT-supported ELL professional development seminars throughout the school year.
11. How do you evaluate the needs of the parents?

Our ENL teacher and parent coordinator establish firm relationships with our ELL parents and families through the school year, and from year-to-year over time. Both the ENL teacher and parent coordinator inform our ELL parents that they are not only an information resource for our ELL parents, but advocates for them as well. Our ENL teacher and parent coordinator are also available to answer and field any questions and concerns our ELL parents may have.

12. How do your parental involvement activities address the needs of the parents?

Our ENL teacher presents our parents with an informal parent survey during Parent Orientations, Parent Teacher Conferences, Parent Engagement, parent meetings, and various other school/parent-related activities.

The ENL teacher-developed parent survey contains the following ELL-related queries:

1. In which language do you primarily communicate with the ELL student at home?
2. In which other language(s) do you communicate with the ELL student at home?
3. In which oral language would you prefer the school communicate with you?
4. In which written language would you prefer the school communicate with you?
5. What was the name and location of your child’s previous school?
6. What is your child’s formal educational background?
7. Do you have any concerns in regards to your child?
8. Do you have any questions in regards to your child and the school?
9. Do you have any questions regarding PS 65?
10. Is there anything you want us to know about your child?

NOTE: This informal survey is translated into the home languages of the parents when possible.

H. 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: _____

School DBN: _____

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01