



PS 63 WILLIAM MCKINLEY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)

ADDRESS:

TELEPHONE: _

FAX:

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER:	PS 63	SCHOOL NAME:	The William McKinley School
SCHOOL ADDRESS:	121 East 3 rd Street, New York, New York 10009		
SCHOOL TELEPHONE:	212-674-3180	FAX:	212-420-9018
SCHOOL CONTACT PERSON:	Lauren Cohen	EMAIL ADDRESS:	lcohen15@schools.nyc.gov
POSITION/TITLE			
PRINT/TYPE NAME			
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Lauren Cohen		
PRINCIPAL:	Darlene Despeignes		
UFT CHAPTER LEADER:	Jia Lee		
PARENTS' ASSOCIATION PRESIDENT:	Olga Villa		
STUDENT REPRESENTATIVE: (Required for high schools)			
DISTRICT AND NETWORK INFORMATION			
DISTRICT:	1	CHILDREN FIRST NETWORK (CFN):	
NETWORK LEADER:	Ada Cordova		
SUPERINTENDENT:	Daniella Phillips		

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
D. Despeignes	*Principal or Designee	
Jia Lee	*UFT Chapter Chairperson or Designee	
Olga Villa	*PA/PTA President or Designated Co-President	
	Title I Parent Representative (suggested, for Title I schools)	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Lauren Cohen	Member/UFT Member	
Heather Madigan	Member/UFT Member	
Brooke Baron	Member/UFT Member	
Kelly Smith	Member/Parent	
Annalee Sinclair	Member/Parent	
Lucie Morales	Member/Parent	
Olha Medytstka	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At P.S. 63 we believe that today's learners are tomorrow's future. Our focus on diversity, leadership, community and excellence, drives our belief that "PS 63 is the Place to Be". Our classroom instruction and school environment clearly support our philosophy. Located in the historically rich East Village, PS 63 has been the hidden gem of the Lower East Side for over one hundred years. Believing that, "Small Classes make a Big Difference," our elementary Prek-5th grade school features small class sizes to enhance differentiation of instruction, so that each child has individual goals. Almost every teacher knows every child, allowing for a sense of safety and family in the community. Our staff believes that collaboration is key, in order to ensure the success of our students. Consistent planning through grade team meetings, inquiry team, school leadership team, and pupil personnel teams encourage accountability and responsibility as each stakeholder invests in ensuring each child's academic and social progress.

At PS 63 our school curriculum prepares students to become active citizens in their communities. As a Teachers' College school, the Reading and Writing Project encourages our students to become authors as they experience reading and writing in various genres at their individual levels. The Everyday Math Program uses real-life situations, students' prior knowledge, and games that re-create realistic math experiences. Our Social Studies and Science program is specially crafted by our staff, to reflect the scope, sequence and high standards of the NYC Dept. of Ed. and the National Common Core Standards. Our extended day program provides intervention and enrichment for targeted students. School electives expose students to Music, Technology, Art, and Physical Education. Ps 63 has partnerships with the following:

- University Settlement After School Program
- Recess Enhancement Program
- Notes in Motion
- Boys and Girls' Projects
- Teachers' College Inclusive Dual Program Student Teacher Program
- NYU America Reads Program
- Hunter College Student Teacher Program
- Individual Music Lessons

Over the past three years parents and teachers have worked together to create a more welcoming school environment. The School Leadership Team and PTA have established school-wide initiatives including:

- Monthly School Assemblies- includes perfect attendance, student awards and class performances.
- School jobs- Students take ownership within the School community and can apply for up to 20 different jobs.
- Monthly evening family events are organized to encourage school spirit, educate parents about the school and curriculum and develop a thriving school community.

Communication between all stakeholders is vital to a school community; therefore, we have focused on developing many ways to foster communication between, parents, teachers, and students including:

- Interim progress reports- Inform parents about strengths and weaknesses in-between report card periods.
- Back-to-School Night and Moving-up Night- A time to inform parents of what to expect in each grade.
- Monthly School News packets- The packet includes a monthly school event calendar, flyers for workshops, and family event information.
- A school website providing parents with up-to-the minute information about their child's individual classroom and school events.
- School Messenger- A phone service that contacts parents regarding attendance and the various events taking place at the school.
- Bulletin boards- Updated monthly with photographs, student work, and school information. A new bulletin board in the lobby displays the current month's units of study for each class.
- 3 P's in a Pod- Curricular meetings with Principal, Parent Coordinator and Parents

PS 63 is a friendly, fantastic school that has a lot to offer its community. At PS 63, our family is always growing.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT						
School Name:	PS 63- The William McKinley School					
District:	1	DBN #:	01M063	School BEDS Code:	310100010063	

DEMOGRAPHICS											
Grades Served in 2009-2010:	Pre-K	K	1	2	3	4	5	6	7		
	8	9	10	11	12	Ungraded					
Enrollment:				Attendance: % of days students attended*							
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08		2008-09	2009-10			
Pre-K	13	12	15		90.5		91.6	92.1			
Kindergarten	25	26	30								
Grade 1	28	24	21	Student Stability: % of Enrollment							
Grade 2	27	26	26	(As of June 30)	2007-08		2008-09	2009-10			
Grade 3	44	22	26		87.4		95.5	92.8			
Grade 4	32	45	23								
Grade 5	30	26	39	Poverty Rate: % of Enrollment							
Grade 6				(As of October 31)	2008-09		2009-10	2010-11			
Grade 7					63.9		82.8	83.6			
Grade 8											
Grade 9				Students in Temporary Housing: Total Number							
Grade 10				(As of June 30)	2007-08		2008-09	2009-10			
Grade 11					1		11	13			
Grade 12											
Ungraded	0	2	1	Recent Immigrants: Total Number							
				(As of October 31)	2007-08		2008-09	2009-10			
Total	199	183	181		0		5	1			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number							
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08		2008-09	2009-10			
Number in Self-Contained Classes	11	7	6								
No. in Collaborative Team Teaching (CTT) Classes	18	34	38	Principal Suspensions	2		35	11			
Number all others	19	13	5	Superintendent Suspensions	3		14	3			

DEMOGRAPHICS

These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants							
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	11	5		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1		(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	21	23	24
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	11	5
(As of October 31)				Number of Educational Paraprofessionals	2	1	8
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)				% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	71.4	60.9	70.8
Black or African American	19.3	17.1	17.5	Percent more than five years teaching anywhere	52.4	43.5	54.2
Hispanic or Latino	64.8	65.3	64.5	Percent Masters Degree or higher	90	91	91.7
Asian or Native Hawaiian/Other Pacific Isl.	8.9	9.5	10.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90	94.7	100
White	6.9	7	7.1				
Multi-racial							
Male	58.9	63.8	61.7				
Female	41.1	36.2	38.3				

2009-10 TITLE I STATUS

√ Title I Schoolwide Program (SWP)		Title I Targeted Assistance		Non-Title I	
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes No	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)	Category (Check <input checked="" type="checkbox"/>)		
	Basic	Focused	Comprehensive
In Good Standing (IGS) <input checked="" type="checkbox"/>			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	<input checked="" type="checkbox"/>	ELA:	
	Math:	<input checked="" type="checkbox"/>	Math:	
	Science:	<input checked="" type="checkbox"/>	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
Student Groups							
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

<input checked="" type="checkbox"/>	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
<input checked="" type="checkbox"/> ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-2010		Quality Review Results – 2009-2010	
Overall Letter Grade	B	Overall Evaluation:	P
Overall Score	54.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	7.1	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	35.8	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit		Quality Statement 5: Monitor and Revise	P
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Grade 4 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	2	5	4	10	21	53.8	12	30.7
2009	0	0	6	26.9	12	53.8	4	19.2
2008	0	0	8	25.0	19	59.4	5	15.6

Grade 4 Student Performance on the NYS Mathematics Assessment								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	2	100	0	0	0	0	0	0
2009	0	0	1	50	1	50	0	0
2008	0	0	2	28.5	5	71.4	0	0
2007	3	42.9	1	14.3	3	42.9	0	0

Summary of Data Analysis/Findings – Grade 4 Math:

An analysis of Grade 4 NYS Math Assessment Results, over the two-year period from 2008 to 2010, indicates the following:

Results for all tested students indicate that between 2008 and 2010, there was a increase of 5% points in the number of students performing at Level 1 and a 15% decrease in the number of students performing at Level 2. There was a decrease of 6.4% in the number of students performing at Level 3, and an increase of 15.1% in the number of students performing at Level 4 . Overall, the number of students performing at or above grade level increased by almost 15%

Results for special education for 2010 indicate an increase in the number of students performing at level 1. Improving the instruction and achievement of the students in the self-contained class is one of the main goals for the 2010-2011 school year.

An analysis of the New York State mathematics data for 2008-2009 for student currently in Grade 5 indicates the following Instructional Recommendations:

In the area of greatest strength was Algebra with 71% (17) of students performing at a mastery level. The next greatest area of strength was geometry with 62% (15.5) of students performing at a mastery level. The area of greatest need are Measurement 51% (12) of students performing at a mastery level, Number Sense and Operation 59% (14) of students performing at a mastery level and Statistics and Probability 54% (13.5) performing at a mastery level.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 4 students, including students in need of Special Education services and ELLs:

- ❑ Continuation of instructional strategies, such as the implementation of a daily 90 minute Math Block, including daily math journals activities, morning math and newly implemented skills and concepts practice during Math Game Fridays.
- ❑ Continuation of school wide math program for all classes including self-contained Special Education classes and ELLs.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies and the use of Everyday Mathematics
- ❑ Intensive professional development will be provided in the following areas:
 - The components of the math workshop
 - Use of pacing and alignment calendars
 - Ongoing periodic assessment of student work to inform instruction

MATHEMATICS

Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/> NYC Assessment District/School Benchmark Tests (Type: _____) <input type="checkbox"/> Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Item Skills Analysis (e.g., Grow Report)	<input type="checkbox"/> Student Portfolios <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations <input type="checkbox"/> Other _____
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Grade 5 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	3	12	11	44	8	32	3	12
2009	0	0	4	14	21	72	4	14
2008	1	4	6	24.0	17	68.0	1	4.0

Grade 5 Student Performance on the NYS-Mathematics Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	2	100	0	0	0	0	0	0
2009	2	66.6	0	0	1	33.3	0	0
2008	1	14	3	42	3	42	0	0

Summary of Data Analysis/Findings – Grade 5 Math:

An analysis of Grade 5 NYS Math Test Results, over the two-year period from 2008 to 2010, indicates the following:

Results for all tested students indicate that between 2008 and 2010, there was a increase of 8% in the amount of students performing at a level 1. There was an increase of 20% in the number of students performing at a Level 2. There was an decrease of 36% in level 3, and an increase of 8% in the number of students performing at a Level 4.

Results for special education indicate that during 2010, there was an increase of 44 percentage points in the number of students scoring level 1, yet the number of students (2) remained the same.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 5 students, including students in need of Special Education services and ELLs:

- ❑ Continuation of instructional strategies, such as the implementation of a daily 90 minute Math Block, including daily math journals activities, morning math and newly implemented skills and concepts practice during Math Game Fridays.
- ❑ Continuation of school wide math program for all classes including self-contained Special Education classes and ELLs.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies and the use of Everyday Mathematics
- ❑ Intensive professional development will be provided in the following areas:
 - The components of the math workshop
 - Use of pacing and alignment calendars
 - Ongoing periodic assessment of student work to inform instruction

Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/> NYS Assessment District/School Benchmark Tests (Type: _____) Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Item Skills Analysis (e.g., Grow Report)	Student Portfolios Journals <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations Other _____
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PART IV – SECTION A.1: Analysis of Student Achievement (ELEMENTARY AND MIDDLE SCHOOLS)

2. ELA

Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/> Teachers College Assessments District/School Benchmark Tests (Type: _____) Student Portfolios (Subject(s): <u>Literacy</u>)	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations Other
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By Fall of 2010, out of 29 Kindergarten Students,
Reading Levels:
66% scored Emergent
24% scored at Level A
3% scored at Level B
2% scored at Level C

Spelling Features:
34% scored Pre-Emergent
34% Emergent
4% Late Emergent
4% Letter Name Alphabetic Early

4% Letter Name Alphabetic Middle
Writing: Beginning (1) Developing (2) Secure (3)
Structure 76% 21% 3%
Elaboration 48% 38% 14%
Concept of
Writing 48% 38% 14%
Meaning 41% 31% 29%

1st grade:
By September 2010, out of 24 First Grade Students:
13% were reading at level A.
50% were reading at level B
8% were reading at level C.
8% were reading at level D.
21% were reading at level E.

33% were in the emergent stage of Words Their Way spelling patterns
8% in the late emergent stage
29% in the early letter name stage
25% in the middle letter name stage
4% in the early within word pattern stage

2nd grade:

During November second grade students should be reading at a level J/K/L in order to be on grade level. Currently, 23% of our students are on grade level, 4% are above grade level, and 73% are below grade level. By June 2010, students should be reading at an L/M/N in order to meet grade level standards.

Reading Levels

Emergent-4%

A-0%

B-0%

C-0%

D-0%

E-0%

F-26%

G-19%

H-14%

I-10%

J-19%

K-4%

L-N—0%

O-4%

Words Their Way

Emergent—4%

Early Letter Name Alphabetic—19%

Middle Letter Name Alphabetic—22%

Late Letter Name Alphabetic—33%

Early Within Word Pattern—22%

By Spring 2011, 85% of our second grade students will be able to write independently, and include each of these components in their stories.

Writing

Story is focused—52%

Spacing—67%

Setting—44%

Action, Dialogue, Internal Thinking, Emotion—30%

Capital and lowercase letters used appropriately—48%

Stretch and spell strategy—30%

Period usage—33%

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade K-2 students, including students in need of Special Education services and ELLs:

- ❑ Continuation of instructional strategies, such as the Teachers College Reading and Writing Project Units of Study, including daily reading and writing workshop activities and supplementary phonics instruction.
- ❑ Continuation of schoolwide literacy program for all classes including collaborative team teaching and self-contained Special Education classes and ELLs.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- ❑ Adopting the TC assessment and using Assessment Pro to look at our students progress data; instead, of ECLAS.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies and programs such as Words Their Way, Month-by-Month Phonics, and Foundations.
- ❑ Continuation and expansion of use of classroom libraries as a source for independent reading.
- ❑ Intensive professional development will be provided in the following areas:
 - The components of the literacy block, Teachers College Reading and Writing Project
 - Administration and interpretation of TCRWP AssessmentPro
 - Use of pacing calendars, TC Units of Study and curriculum maps
 - Assessing student work to inform instruction

Data Sources Reviewed – Check all that apply:	X NYS/NYC Assessment Results District/School Benchmark Tests (Type: _____) Unit/Teacher-Made/Grade Level Tests X Item Skills Analysis (e.g., Grow Report)	Student Portfolios Journals X Classroom Performance /Teacher Observations Other _____
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Grade 3 Student Performance on the CTB-Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	4	20	6	30	8	40	2	10
2009	3	7	14	32	27	61	0	0
2008	3	8.3	17	47.2	16	44.4	0	0

Grade 3 Student Performance on the CTB-Reading Test				
SPECIAL EDUCATION STUDENTS (If Applicable)				
Year	Level 1	Level 2	Level 3	Level 4

	#	%	#	%	#	%	#	%
2010	2	100	0	0	0	0	0	0
2009	0	0	2	25	3	75	0	0
2008	1	20.0	4	80.00	0	0	0	0

Summary of Data Analysis/Findings – Grade 3 ELA:

An analysis of Grade 3 ELA Reading Test Results, over the three-year period from 2007-2009 for three different subgroups, indicates the following:

Between 2008-2010, results for all tested students performing at a level 3 or 4 indicate that there was an increase of 6%. In 2010 the number of students performing at a level 4 increased by 10% from the previous two years.

Between 2008-2010, results for all tested students performing at a level 2 indicate that there was a TOTAL DECREASE of 17.2% The percentage of students scoring at a level 1 increased by 11.7 %, but the number of students performing at that level did not significantly change.

In 2010, the number of students in the self-contained special education class scoring level 1 increased by 1 since 2008, but the percentage spike was more drastic. Improving the instruction and achievement of the students in the self-contained class is a major focus for school year 2010-2011

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program students attending Grade 3, including students in need of Special Education services and ELLs:

- ❑ Continuation of instructional strategies, such as the Teachers College Reading and Writing Project Units of Study, including daily writing activities and supplementary phonics instruction.
- ❑ Continuation of schoolwide literacy program for all classes including self-contained Special Education classes, Collaborative Team Teaching classes and ELLs.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies and programs such as Words Their Way
- ❑ Continuation and expansion of use of classroom libraries as a source for independent reading.
- ❑ Integration of Test Sophistication lessons for familiarizing students and staff with test preparation.
- ❑ Intensive professional development will be provided in the following areas:
 - The components of the literacy block, Teachers College Reading and Writing Project
 - Use of pacing calendars, TC Units of Study and curriculum maps
 - Assessing student work to inform instruction

ENGLISH LANGUAGE ARTS (continued)

Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/> NYS Assessment District/School Benchmark Tests (Type: _____) <input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Item Skills Analysis (e.g., Grow Report)	Student Portfolios Journals <input checked="" type="checkbox"/> Classroom Performance /Teacher Observations Other _____
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Grade 4 Student Performance on the NYS ELA Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	2	5	22	56.4	14	35.9	1	2.5
2009	2	7	17	57	10	33	1	3
2008	1	3.1	10	31.2	21	67.7	0	0

Grade 4 Student Performance on the NYS ELA Assessment								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	1	50	1	50	0	0	0	0
2009	1	50	2	50	0	0	0	0
2008	1	25.0	2	50.0	1	25.0	0	0

Summary of Data Analysis/Findings – Grade 4 ELA:

An analysis of Grade 4 NYS ELA Assessment Results, over the three school year period 2008-2010, indicates the following:

Between 2008-2010, results for all tested students performing at a level 3 show the following trends:
Decreased 34.4% from 2008 – 2009
Increased 2.9% from 2009-2010
TOTAL DECREASE from 2007 – 2009: 32.2%

Between 2008-2010, results for all tested students performing at a level 2 show the following trends:
TOTAL INCREASE: 24.8 %

An analysis of Special Education Students indicates no change in the number of students performing at levels one and two.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 4 students, including students in need of Special Education services and ELLs:

- Continuation of instructional strategies, such as the Teachers College Reading and Writing Project Units of Study, including daily writing activities and supplementary phonics instruction.

- ❑ Continuation of schoolwide literacy program for all classes including self-contained Special Education classes and ELLs.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies and programs such as Words Their Way.
- ❑ Continuation and expansion of use of classroom libraries as a source for independent reading.
- ❑ Introduction of test sophistication lessons to familiarize staff and students with test preparation.
- ❑ Intensive professional development will be provided in the following areas:
 - The components of the literacy block, Teachers College Reading and Writing Project
 - Use of pacing calendars, TC Units of Study and curriculum maps
 - Assessing student work to inform instruction

ENGLISH LANGUAGE ARTS (continued)

Data Sources Reviewed <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYC Assessment District/School Benchmark Tests (Type: _____) Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Item Skills Analysis (e.g., Grow Report)	Student Portfolios Journals <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations Other _____
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Grade 5 Student Performance on the CTB-Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	7	26.9	14	53.8	3	11.5	2	7.7
2009	0	0	3	10	25	83	2	7
2008	1	4.4	9	39.1	12	52.2	1	4.4

Grade 5 Student Performance on the CTB-Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	1	33.3	1	33.3	0	0	1	33.3
2009	0	0	3	100	0	0	0	0
2008	1	20.0	4	80.0	0	0	0	0

Summary of Data Analysis/Findings – Grade 5 ELA:

An analysis of Grade 5 New York State ELA results, over a two year period 2008-2010 indicates the following:

Between 2008-2010, results for all tested students performing at a level 3 show the following trends:

Increased 30.8% 2008 -2009

Decreased 72% 2009-2010

TOTAL DECREASE between 2007 – 2009: 33 %

Between 2008-2010, results for all tested students performing at a level 2 show the following trends:
TOTAL INCREASE between 2008 – 2010: 14.7%

While it might seem that the ELA performance of 5th graders decreased significantly in 2009-2010, it is worth noting that this school year was the first one in which there was a CTT class in the 5th grade. Many of the students who performed at level 2 have IEPs and receive services to address academic delays. Those students have made adequate yearly progress based on their scores in 4th grade the previous year. An analysis of special education students indicates a 100% decrease in the number of students performing at level 1 and an increase in the number of students performing at level 2.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 5 students, including students in need of Special Education services and ELLs:

- ❑ Continuation of instructional strategies, such as the Teachers College Reading and Writing Project Units of Study, including daily writing activities and supplementary phonics instruction.
- ❑ Continuation of schoolwide literacy program for all classes including self-contained Special Education classes and ELLs.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies and programs such as Words Their Way and Wordly Wise.
- ❑ Continuation and expansion of use of classroom libraries as a source for independent reading.
- ❑ Intensive professional development will be provided in the following areas:
 - The components of the literacy block, Teachers College Reading and Writing Project
 - Use of pacing calendars, TC Units of Study and curriculum maps
 - Assessing student work to inform instruction

Implications for the Instructional Program For Students in Special Education Self-Contained Classes, Collaborative Team Teaching classes and ELLs:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program, including students in need of Special Education services and ELLs:

- ❑ Continuation of instructional strategies, such as the Teachers College Reading and Writing Project Units of Study, including daily writing activities and supplementary phonics instruction.
- ❑ Continuation of schoolwide literacy program for all classes including self-contained Special Education classes and ELLs.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies for differentiation as well as programs such as Words Their Way, Month by Month Phonics and Foundations Wilson Reading Program.
- ❑ Continuation and expansion of use of classroom libraries as a source for independent reading.
- ❑ Intensive professional development will be provided in the following areas:
 - The components of the literacy block, Teachers College Reading and Writing Project
 - Use of pacing calendars, TC Units of Study and curriculum maps
 - Assessing student work to inform instruction

PART IV – SECTION A.1: Analysis of Student Achievement (ELEMENTARY AND MIDDLE SCHOOLS)

3. Science

Grade 4 Student Performance on the New York State Science Test									
All Tested Students									
Year	Level 1		Level 2		Level 3		Level 4		
	#	%	#	%	#	%	#	%	
2008	0	-	9	31.0%	17	58.6%	3	10.3%	
2009	0	-	3	11.5%	9	34.6%	14	53.8%	
2010	0	0	2	5%	8	20%	30	75%	
Grade 4 Student Performance on the New York State Science Test									
Special Education Students (If Applicable)									
Year	Level 1		Level 2		Level 3		Level 4		
	#	%	#	%	#	%	#	%	
2008	0	-	1	20.0%	4		0	-	
2009	0	0	2	66.6	1	33.3	0	0	
2010	0	0	2	100	0	0	0	0	
Summary of Data Analysis/Findings – Science:									
An analysis of Grade 4 NYS Science Assessment Results, for 2009-2010, indicates the following:									
Results for all tested students indicate that 88.5% of all students achieved at or above Levels 3 and no students scored at Level 1 in 2008. In 2010, 75% of the students scored at level 4, an overall increase of 64.7% over since 2008.									
The overall results demonstrated an increase of 26.4% of students achieving Levels of 3 and 4 and a decrease of 26.0% of students scoring at Level 2.									
The Federal Title I and State Accountability Status is reported as "In Good Standing" for both in the Annual School Report Cards for SY2009-2010.									
An analysis of Special Education students indicates an increase in the number of students performing at level 2 and a decrease in the Number of students performing at level 3.									
Implications for the Instructional Program:									
Based on our analysis of the data, and all relevant findings, the following are implications for our Science instructional program, including students in need of Special Education and ELLs:									
<ul style="list-style-type: none"> ▪ Creation of "Class Overview" form so that teachers may maintain running records of student progress and plan to address needs accordingly. 									

<ul style="list-style-type: none"> ▪ Institution of Science program that will take place in the classrooms several times a week in accordance with NYS Scope and Sequence. 					
<ul style="list-style-type: none"> ▪ Continuation of instructional strategies that have contributed to overall student achievement. 					
<ul style="list-style-type: none"> ▪ Continued integration of Science into ELA and Math instruction ▪ More hands-on and project-based inquiry for students in self-contained class 					

PART IV – SECTION A.1: Analysis of Student Achievement (ELEMENTARY AND MIDDLE SCHOOLS)

As a result of last year’s Quality Review our community was encouraged to increase the amount of content-based writing in Science and Social Studies. One major goal is to strengthen our practice in Science and Social Studies, by celebrating students’ research-based inquiry projects, through Multi-cultural Museums, Science projects, and New York City Landmarks created by students. In the past, we have focused on ELA and Math and seen tremendous success in these areas. However, this year we are aiming to put that same rigor into Science and Social Studies. Our goal is to not only expand these subjects, but to guide that expansion with the collection of data and the implementation of strategies based on that data. Our goal is for each student to have an individualized goal in Science and Social Studies, in addition to ELA and Math. We will use our expertise in the workshop model to create explicit lessons that teach a specific strategy and allow students to use that strategy to foster higher-order thinking.

Other suggestions made by last year’s Quality Reviewer included deepening the use of data in planning for effective differentiation of instruction to enrich the learning of higher achieving students. Another suggestion was that we expand the use of rubrics across the curriculum areas to ensure consistency and broaden the support to students when setting and monitoring specific, individualized interim learning goals. The aforementioned goals, in conjunction with our school wide beliefs about fostering independent, active learners have resulted in the following actions:

- Goal Folders – AYP as a Big Goal for each student, with interim goals tracked by students along the way. As we track goals, students are made explicitly aware of their next steps for continued progress.
- Differentiation – targeted instruction based on individual student strengths and needs as determined by assessments and teacher collected data.
- Extended Day for all children, offering both AIS and Enrichment.
- After-school Enrichment clubs allow students to explore areas of interest.
- Rubrics – In response to last year’s Quality Review suggestion, we implemented rubrics at age-appropriate levels, including writing rubrics on all grades, Everyday Math rubrics, making science and social studies rubrics.
- Schoolwide behavioral program (Be a S.T.A.R.) emphasizes being self-managed and accountable for one’s own learning.

In response to last year's Quality Review, we have made an effort to "use multiple data sources to formalize interim profession development goals in collaboration with teachers and monitor the impact on their practice. During a staff development day at the beginning of the 2009-2010 school year, teachers self-assessed their expertise at teaching dozens of strands within ELA and Math content areas. This data will be used to design the content of the school-wide Professional Development teachers will receive for 2010-2011, as well. Teachers will be completing a Professional Goal-Setting Worksheet that they will use to specifically identify areas of need and to set individual professional goals that will help achieve student achievement. These goals will be created collaboratively with the principal, who will track progress every 6-8 weeks. Professional Development goals will be revised and updated as teachers meet or exceed their goals. This Professional Goal-Setting Worksheet also provides teachers with an opportunity to self-identify areas of expertise that they are comfortable sharing with their colleagues. Last spring, we began a series of "PD Luncheons" where teachers met on a voluntary basis to share knowledge and best practices. In 2010-2011, we will continue to do "PD Luncheons" so that teachers can collaborate and share best practices with each other on a school-wide basis.

Findings for Needs Assessments-Summary/Aids/Barriers/Next Steps

In keeping with our focused efforts at using data to make informed operational and instructional decisions, we've interpreted information from the 2010-2011 Quality Review, Progress Report, State Assessments and current school year assessments. We've focused on the following areas of improvement:

Because our small school has a predominant population of African-American and Latino boys, we will continue addressing the impact of gender on teaching and learning. Our observations, anecdotal records, and writing samples have revealed trends and patterns of social and academic learning. We've taken the following initiatives:

- Increased use of Technology in classrooms to engage male students; for 2010-2011 there will an emphasis on procuring more technology for grade levels K-3, including ELMO's and/or laptops.
- Professional Development for CTT teachers from Goldmansour and Rutherford to address adjusting curriculum and instruction to ensure student engagement based on students' interests/strengths, academic rigor and independence.
- Building of fiction and nonfiction book collections in classroom and school libraries to engage students by interest and access to their prior knowledge.
- Monthly data meetings with Principal ensure progress is being made within specific sub-groups
- Professional Development for teachers in Science, Social Studies; school wide analysis of gender gap by looking at Progress Report, and State Accountability Data.
- Thoughtful selection of Read Alouds with representations of positive male characters
- Recruitment and hiring of male teachers (Physical Education and Music instruction restored to school)
- STOPP PD- (An intervention program to address students in crisis and support teachers with Professional Development)
- Raise Your Responsibility and STAR expectations program on a school-wide basis to set clear expectations and celebrate positive student behavior.

The second area of improvement we identified is to set consistent and cohesive instructional goals with measurable benchmarks for student growth and communicate these goals to parents.

- Teachers collaboratively continue detailing and refining year-long, unit and lesson plans for each grade
- With support of coaches, teachers have deepened instructional practices, such as, small group work and conferring

- Provide opportunities for contiguous grades to articulate and develop a cohesive school wide scope and sequence of content knowledge, using benchmarks based on the content standards for student performance and progress
- Teachers and instructional support staff meet weekly to reflectively adjust instructional plans, based on student work and measurable benchmarks
- Teachers confer with students weekly to discuss strategies for meeting their goals
- Teachers communicate with parents monthly via phone, email or in writing
- Progress Reports sent home to parents (quarterly) during school year
- Enhanced parent-teacher Conferences by creating a survey for parents to communicate feedback about their child as a learner, as well as, learning goals they may have for their children.
- Student self-evaluations (using age and grade appropriate language) provide guided opportunities for students to think critically and independently about how they've made progress.
- Teachers are administering on-demand writing assessments, using the Narrative Continuum on a school wide basis to demonstrate writing growth, progress, and to plan differentiated instruction.
- Science and Math binders have been created for every grade detailing State standards, scope and sequence, grade-level expectations, and assessment tools.

A third area of focused improvement is to communicate goals and priorities on a school wide basis.

- Principal's Weekly Bulletins-provides updated and most current information about school wide social, instructional, and operational goals for the school
- Professional development days and faculty conferences have focused on identifying school-wide goals and priorities, as well as, determining the steps to reach them.
- Walkthrough Memos/Letters to Staff providing feedback to teachers in alignment with classroom observation checklist
- Established regular email communication system for staff.
- Refinement of Committees such as Attendance, Inquiry, SLT, Behavior Management to share responsibility, demonstrate distributive leadership and build a shared belief system more consistently and effectively on a school-wide basis.
- The School Leadership Team distributes minutes to entire school staff to ensure strong communication and give opportunities to teachers to provide feedback.
- Aligned budget to purchase a Messenger system service that calls parents automatically to inform them about school-wide academic and social events, as well as, attendance.
- Monthly school wide assemblies that celebrate students' academic and social accomplishments
- Refined Monthly Academic Newsletter, which is sent home to parents to inform them of the learning content for every class and grade
- Provide opportunity and time for participation in Learning Environment Survey (coordinated with Spring parent-teacher conferences)
- Aligned budget and space to establish Teacher Resource Room, providing instructional information, and creating a forum for sharing knowledge.

Our fourth area of improvement is to ensure that Social Studies and Science receive appropriate time, attention and planning across all grade levels in order to engage all student learners.

- All classroom teachers are now responsible for science instruction in the classroom, with the planning support of a weekly Science coach.
- Science coach facilitates Professional Development about content knowledge, inquiry process, classroom structures and teaching practices
- Science coach participated in Network Science study group
- Science coach provides modeled lessons, materials/resources and gives collegial feedback
- Used school funds to enhance Science curriculum by purchasing science materials and equipment
- Developed a cohesive and consistent Science curriculum across grades, using FOSS science core curriculum, aligned with New York State standards.
- Wrote and won Science grant for explorations and field trips

- To ensure appropriate planning, every grade team mapped out the Science curriculum for the remainder of the school year with the support of the Science coach.
- Used school funds to purchase Social Studies materials and resources to enhance the teaching and learning of current units of study
- Newly established Social Studies committee has initiated school wide research of Social Studies content, standards, and effective practices for Social Studies Workshop (building on established foundation of literacy, math, and science workshop instructional practices) that will lead to a comprehensive Social Studies curriculum across the grades.

A fifth area of improvement is in the area of enrollment.

- Collaborate with School Leadership Team to find resources for promotion, advertisement, marketing, etc.
- Develop and utilize resources to increase diversity of school community and recruit students in local neighborhoods.
- Increase the quality and number of “specialized features” in the building such as technology in the classrooms, celebrations of student research projects in Science, Social Studies, and the Arts.
- Beautification of building and classroom environments to promote student individuality, movement, and research-based inquiry projects.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

GOAL 1: Science and Social Studies Curriculum Planning- Using Common Core Standards

In one year's time, teachers will work collaboratively to develop at least 60% of the K-5 curricula in Science and Social Studies using the Common Core Standards.

GOAL 2: Increased use of Technology

By September 2011 we will use the technology grant that we received (\$35,000) to equip 100% of the Grade 3-5 classrooms with Smartboards and 100% of the K-2 classrooms with Elmos to incorporate technology and more differentiation of instruction into the classroom. Teachers and students will complete surveys by December 2011 to indicate how effectively the technology has been used, with the goal of teachers utilizing technology in at least 50% of their lessons across subject areas.

GOAL 3: Public Relations

Within one year we will increase school exposure and public relations by 80% through advertisements, events, various DOE resources, and our school website. This will be measured by the number of hits/searches, as well as surveys filled out by visitors to the school.

GOAL 4: Parent Communication

By September 2011, parent communication will improve by utilizing school messenger, curriculum boards, school website, community resources, and parent teacher conferences to further enhance communication of school-wide goals. By March 2010 we would like our Parent Communication Rating in the Learning Environment Survey to increase by 5%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	Science and Social Studies
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 1: Science and Social Studies Curriculum Planning- Using Common Core Standards In one year’s time, teachers will work collaboratively to develop at least 60% of the K-5 curricula in Science and Social Studies using the Common Core Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We would like to increase the number of students with special needs achieving a level 3 or 4 in Science (4th grade) and Social Studies (5th grade) assessments by 20%. On a school-wide basis, we will have a Common Core Standards-based curriculum in Science and Social Studies developed by teacher teams by June 2011. Students in grades K-5 will be responsible for completing Science and/or Social Studies research-based projects, utilizing a variety of media resources; the aforementioned will end with culminating celebrations of student work, including Student-created Multi-cultural fairs, Autobiographical projects, Science Expos, Art Galleries, and models of New York City and it’s historical landmarks.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - Professional Development Half-days, Summer Professional Development sponsored by Children's First Network to develop curricula in Science and Social Studies using Common Core Standards. Teacher-designed assessments, benchmarks and goals for students will be developed. - Professional Development from Teachers' College Reading and Writing working collaboratively with the Science coach will target planning writing in Science in June 2010, anticipating implementation in September 2010-June 2011. The teachers will integrate science and social studies learning into other curricula when possible, including the Arts, Math and Literacy. - "Class Overviews" will be utilized every 2 months to assess each unit of Social Studies and Science for each grade so that teachers may target students in need. - <u>Target Population:</u> K-5 including ELL and Special Education students - All classroom teachers, the Science Coach, and the Principal are ensuring implementation of the Science and Social Studies programs. <ul style="list-style-type: none"> - We are implementing the above strategies for September 2010-June 2011. - Literacy and Science Coaches - Classroom Teachers - Teacher-Coach generated tests and materials - Materials for research projects, investigations, celebrations of student work - Procurement of Professional Development Services in Social Studies for all classroom teachers. <p>COST = \$70,000 [Estimate based on 2009-10 School Year] SOURCE: Tax Levy, reimbursable funds</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> · Social Studies, Science Performance Assessment Results from 2010-2011 in comparison with 2009-2010 individual student performance levels of Special Education Students, will show an increase of 20%. · Teachers will meet with Principal monthly to review individual student progress, and effectiveness of interventions, differentiation of instruction to meet students' needs, and review of pacing, small group/individual goals and outcomes, and next learning steps. · Collaborative Inquiry teams will assess effectiveness of implementation of Common Core Standards and its impact on student achievement.

	<ul style="list-style-type: none"> · At the end of each unit (approximately every 2 months), teachers will complete the Class Overviews to see where instruction for each child needs to be revisited. · Teachers will utilize assessments which come from the Science curriculum-kits and/or their own means of formal and formative assessment. · The adept usage of Science and Social Studies Centers in each classroom by students will illustrate the effectiveness of the Science program · An increase in 20% of students achieving a 3 or 4. Results of data-based inquiries will be shared on a school wide basis two to three times a year, an increase from last year's frequency of periodic review of the Collaborative Inquiry teams.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	Technology
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 2: By September 2011 we will use the technology grant that we received (\$35,000) to equip 100% of the Grade 3-5 classrooms with Smartboards and 100% of the K-2 classrooms with Elmos to incorporate technology and more differentiation of instruction into the classroom. Teachers and students will complete surveys by December 2011 to indicate how effectively the technology has been used, with the goal of teachers utilizing technology in at least 50% of their lessons across subject areas.</p>
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<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The creation and development of a Technology team to help address and support classroom teachers, as well as, the Technology Cluster teacher in developing a Pre K-5th grade Technology curriculum that integrates and ties together the work in the classroom, and the work in the Technology lab by October 2010. Technology team and grade level teams will work collaboratively with the technology enrichment teacher to develop assessments, goals and benchmarks for students, based on what students' are studying in the classroom by December 2010. Furthermore, the technology team will work collaboratively with school staff and create more Professional Learning Opportunities for staff to practice and plan the use of technology throughout instruction, and as a tool to differentiate in all subject areas in the classroom on a daily basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional Development Half-days will be utilized for Technology team to develop the expertise of school staff, in their use of technology, as well as, planning instruction, to incorporate technology for the use of students on a daily basis. Computer and software funds will be used towards purchasing academically appropriate software, classroom equipment such as ELMO's, as well as, more laptops for student use. Subscriptions and access to instructional websites.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>All classroom teachers on grades K-5 will have access to ELMO's and desktops/laptops for student use on a daily basis, by June 2011. A K-5 technology curriculum will be developed and implemented by December 2010. By June 2011, the Technology Enrichment teacher will have utilized performance assessments to evaluate the effectiveness of her curriculum, unit planning and goal-setting as they relate to students' meeting benchmarks every 6 to 8 weeks, and their ability to work independently to complete research /technology based projects across content areas.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	Student Enrollment
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Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	GOAL 3: Within one year we will increase school exposure and public relations by 80% through advertisements, events, various DOE resources, and our school website. This will be measured by the number of hits/searches, as well as surveys filled out by visitors to the school.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	School Leadership Team will have “increasing student enrollment” as one of their year-long goals. DOE marketing resources will be utilized to increase public awareness about the school. Banners will be created with the help of Community Based Organizations/ Private lenders, encouraging the registration of new students on all grade levels. An experienced media liaison will be selected from the school staff and assigned to support the school in these areas. A parent volunteer, Kelly Smith, will create a page on the school website, highlighting former graduates of PS 63; this will eventually lead to the formation of an Alumni/Alumnae Association of PS 63. By networking with former graduates and advertising their success through the website, we anticipate making the school more appealing to new parents, as well as, having former graduates to support us with promotion, contacts and resources they may share with us.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.	Per session for Media Liaison from school staff. Parent volunteer will be given access to school website and authorization to update the page, research former students, and collect data for the purpose of networking and utilizing resources for recruitment of new students. Per Diem and/or prep coverage for teachers to attend Daycare Orientations, school tours, and recruitment fairs.
Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	We will measure progress every two weeks to ensure vigorous, proactive measures in recruiting new students at SLT meetings and by looking at the school register. By June 2011, a “Look who graduated from PS 63” page will be developed tracking former alums and gathering biographical data from them. The number of students on every grade will increase by 5 students by September 2011.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	Parent Communication
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 4: Parent Communication- By September 2011, parent communication will improve by utilizing school messenger, curriculum boards, school website, community resources, and parent teacher conferences to further enhance communication of school-wide goals. By March 2010 we would like our Parent Communication Rating in the Learning Environment Survey to increase by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers serving on SLT will split, so that half will now regularly attend PTA meetings to ensure consistency at meetings and encourage more Parent engagement and motivation to attend meetings. The PTA will be responsible for planning more school wide events to increase parent involvement at school. Teachers will communicate monthly classroom goals to parents via PTA meetings, classroom pages (on the school website), monthly newsletter, and/or progress reports. Principal will use school website’s Principal’s message page to communicate school wide academic and learning community goals monthly to teachers and parents. Use of automated phone messaging system to communicate important school events, as well as, reminders for Parent-Teacher Conferences, Academic and school community events.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>PTA will consider changing meeting time to a time where teachers will be able to attend, most likely before the school day begins by October 2010. Additional Prep coverages to ensure adequate time for teachers to enter information on school websites, write newsletters, and contact parents. Parent coordinator will work with classroom teachers to ensure appropriate and timely communication to parents regarding students’ academic and social performance.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School events, Parent-teacher conferences, PTA and SLT meetings will have an increased number of attendees. Monthly analysis of school website’s activity, instances of parents going online, etc. Increased satisfaction will be evidenced by the Learning Environment Survey.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include 2 components: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1		1	1
1	10	6	N/A	N/A				
2	9	5	N/A	N/A	2			
3	6	7	N/A	N/A				2
4	6	6						
5	7	9			5			
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group, One on One conferencing, Guided Reading, Basic Writing Skills- during school day, after-school/extended day
Mathematics:	Small group, one-on-one conferencing, Math Station Games, Math Steps- during school day, after-school/extended day
Science:	Small group, one-on-one conferring, remedial quizzes/tests-during school day, after-school/extended day.
Social Studies:	Small group, one-on-one conferring, remedial quizzes/tests-during school day, after-school/extended day.
At-risk Services Provided by the Guidance Counselor:	Social skills building, relational aggression, cooperative play, verbalization of feelings, self-regulation of feelings of frustration/rage, depression,
At-risk Services Provided by the School Psychologist:	Referrals to CBO's, one-one-one Psycho-educational evaluations
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Sounds In Motion to improve sound-letter association with groups/individuals Social/Pragmatic communication skill building in small group Basic Writing Skills during extended day with whole class

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

LAP (Language Allocation Policy)

2010-2011

PS 63, The William McKinley School is located at 121 East 3rd Street, New York, NY, between First Avenue and Avenue A in the heart of New York City's East Village. There are approximately 187 students in grades Pre-Kindergarten through Grade 5. The school receives Title I funding and has a universal free lunch program. There are six Collaborative Team Teaching (CTT) classes in the school in grades Kindergarten, 1st, 2nd, 3rd, 4th and 5th. There is also one self-contained special education class for Grades 3, 4 and 5. The four story red brick school building has been at this location for over a century. The school has a beautiful and well utilized library.

This very historic neighborhood continues to be a destination of immigrants from around the world. Students come from very diverse cultural backgrounds. There are students from Bangladesh, China, Egypt, Japan, Poland, Russia and Ukraine. Many students are from first and second generation families that live in the neighborhood, that come from Puerto Rico, the Dominican Republic and various Spanish speaking countries.

There are presently 7 English language learners who receive ESL instructional services by one New York State permanently certified ESL teacher. This teacher holds a Masters Degree in Education (TESOL). The New York State ESL teaching certification is kept on file in the school office. The English language learner population has been consistent in recent years and continues to be approximately 4% of the school population. The Language Allocation Policy (LAP) team consists of the school principal, Ms. Darlene Despeignes, Ms. Alice Saavedra (The Parent Coordinator), Ms. Lauren Cohen, (3rd Grade classroom teacher, and School Leadership Team (SLT) Chairperson), Ms. Cindy Brooks Special Education Teacher and PPT Chairperson, and Mr. Martin Perl, ESL Teacher.

Parent Program Choice: The following structures are in place at PS 63 to ensure that the parents of English language learners are aware of the program choices available to them.

Prior to enrollment, during tours of the school led by the Parent Coordinator, parents are given information about the ESL program. At the time of student registration, parents are also informed about the ESL program at the school. After the parent/guardian fills out the Home Language Identification Survey (HLIS), and students have been administered the LAB-R, parents of English language learners are invited to Parent Orientations. One meeting is scheduled in the morning, a second for the afternoon to meet the needs of parent schedules.

At the time of the orientation, parents are given literature, and given the opportunity to view the New York City Department of Education CD of the program options available to English language learners in the New York City Public School System. If a parent cannot attend an orientation, the ESL teacher will schedule a one to one meeting with the parent. At these meetings, parents are encouraged to learn how they can be involved in the education of their child. The ESL teacher keeps a file of all the signed Parent Program Selection forms. Outreach to parents of English language learners is another critical component of a successful ESL program. All effort is given to make sure that New York City Department of Education materials are given in the home language of the parents, such as Home Language Surveys, Entitlement letters, ESL program literature, Program Selection forms, Report Cards, etc.

Furthermore, when a new student arrives in the middle of the school year, which is not an unusual occurrence, the same structure is in place as in the beginning of the school year. Review of the HLIS, administration of the LAB-R, and Spanish Lab if necessary, meeting with the parents, and discussion of parent choices, and return of the parent program selection form. Parents of English language learners at PS 63 choose the ESL program exclusively. According to the Parent Program Selection forms collected over the past few years, this has been an exclusive choice. The ESL program at PS 63 is aligned with what parents have been requesting.

Parents of English language learners at PS 63 are in continuous contact with the ESL teacher. Parents are encouraged to attend citywide New York City Department of Education sponsored meetings specifically geared to them. The Office of English language learners promotes these day long gatherings that include helpful workshops and materials for new immigrant families, assistance in helping their children in school, and other useful tools to navigate a new foreign environment.

In addition, the ESL teacher and the School Parent Coordinator have an open line of communication. The ESL teacher is available for PTA meetings and workshops.

Parents of English language learners are urged to promote language learning at home. Parents are advised on strategies to support ELL students. Examples include, reading to their children at an early age and as often as possible in their native language and if possible in English. Literacy in the native language helps in developing proficiency in second language acquisition. This is also being respectful of native languages and cultural mores. Other ideas include visiting the local library, keeping many types of reading material at home in their native language and in English. It is important to find opportunities to write in their native language and in English. This promotes literacy, as well as a respect and appreciation of native language and culture. The school promotes multicultural luncheons. This is an opportunity to celebrate the diversity of the schools' population. Parents of English language learners and former ELLs bring ethnic foods to the Parent-Teacher room. English language learners and their families are fully integrated, and appreciated by the school.

Since there is a relatively small ELL student population attending PS 63, students benefit from small group instruction. Students are generally clustered by grade level in a pull-out and push-out ESL program model. The amount of mandated daily instruction is based on Beginner (360 minutes per week), Intermediate (360 minutes per week), and Advanced (180 minutes per week). Students are grouped by grade levels and proficiency.

Students are challenged to meet or exceed the performance standards with content area project themed units. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonemic awareness, Math, Social Studies, and Science. Applied Whole Language and research proven methodologies, which include CALLA (Cognitive Academic Language Learning Approach) and TPR (Total Physical Response) are implemented. These are known to promote language development and second language acquisition. CALLA developed by Anna Uhl Chamot and J. Michael O'Malley, is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. TPR is an ESL methodology developed by James Asher, it is very valuable with absolute

beginners. In this methodology, the teacher says a single action word or phrase and then demonstrates the action.

ELL students are encouraged to build critical thinking skills, be responsible for accountable talk, and scaffold to higher levels. Students improve their skills in Listening, Speaking, Reading and Writing English. The recently introduced ELL Periodic Assessments are used twice a year to track student progress. These assessments are given to students in grades 3, 4 and 5. The NYSESLAT introduced by New York State in spring 2003 is used as an exit exam for English language learners. Students that pass the NYSESLAT and test out, are still entitled to transitional services. After consultation with grade classroom teachers, it is determined whether these students could benefit from additional time in the ESL program.

Technology is an important component of the ESL classroom. Computers are used for Internet research. Tape recorders and CDs are also important academic tools for ELLs.

There is an in-class library in the ESL classroom. It is filled with a diverse selection of books and books with cassettes on all reading levels. In addition, there is a wonderful new state of the art school library. Classroom teachers and the ESL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Special effort is made to follow the guidelines of No Child Left Behind (NCLB).

Since all students, including English language learners must take New York State content tests such as Math, Social Studies and Science, special consideration is given to them in terms of extra time (time and a half) as well as separate location.

The data patterns from the results of the LAB-R and NYSESLAT reveal that there are students at different levels of proficiency within the school. Typically student scores on the NYSESLAT in the Listening and Speaking sections are higher, than the Reading and Writing modules. With very few exceptions, English language learners on all proficiency levels are scoring slightly higher in Reading than in Writing. According to the LAB-R results there is one new First Grade students in the beginning level. Per spring 2009 NYSESLAT scores the five returning students scored as follows: Three students scored at the Advanced level, one student at the Intermediate level, and one student at Beginner level.

ELL students receive tailored support in reading and writing. This allows for scaffolding and academic progress. Additionally, instruction in the grade level classroom is differentiated based on the needs of the ELL students. Classroom teachers are provided with support from other school specialists, such as the ELA Inquiry team, and Speech therapist to ensure all students' needs are met.

Moreover, ELL students, along with all students in the school, grades Kindergarten-Fifth, are administered the Teachers College Reading and Writing Assessments, including Running Records (monthly), Sight Word Identification Assessments, and On-Demand Writing. Students in Grades 3-5 take the Acuity Assessments. The Beginning Level ELL students can generally benefit from phonemic awareness and blending activities. The ELL Interim Assessments are administered twice a year to students in grades 3-5. These assessments, as well as other test results can help determine which areas are in need of improvement.

Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries in Spanish in the ESL classroom and school library. Students also utilize an extensive photo library, as well as bilingual picture dictionaries in Chinese and Spanish.

At present, there are no English language learners classified as SIFE. Accommodations would be made for any newly admitted SIFE student or long-term English language learner. The LAP team would meet to discuss the particular needs of such a student. For SIFE students, questions would be raised as to the exact number of years that the student did not attend school and for what reasons. After assessing to the situation, in addition to the required ESL services, the LAP team would determine and recommend other services that would benefit the student. There are at present, no long-term English language learners attending the school. Moreover, if such a student should transfer to this school, all effort would be made to check ATS test records, attendance, admittance and discharge history, conferences with the student and the parents to ascertain the reasons for being a long term English language learner. Perhaps there might be other factors, other than second language acquisition that is interfering with his or her learning.

The ESL teacher continues to attend New York City Department of Education staff development and other off-site trainings. The ESL teacher has also attended professional development workshops offered by organizations such as NYTESOL and TESOL, as well as workshops offered by Teachers College, and BETAC.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

X	There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
	We have made <u>minor revisions</u> to our school's approved 2009-10 Title III <u>program narrative</u> for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
	We have made <u>minor revisions</u> to our school's approved 2009-10 Title III <u>budget</u> for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
	Our school's 2009-10 Title III <u>program narrative and budget</u> have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) Pre K-5th Number of Students to be Served: 5 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget
Form TIII – A (1)(b)

School: PS 63 BEDS Code: 310100010063

Title III LEP Program
 School Building Budget Summary

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) - Per session - Per diem	\$1000	Per Diem for substitute teachers, while workshops were attended by ESL teacher Per Session for testing/evaluation of students
Purchased services - High quality staff and curriculum development contracts.	\$3000	Consultant Fay Pallen worked with ESL teacher during a four part workshop
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$200	Chart Tablets, Additional Home Language Workbooks/Trade Books
Educational Software (Object Code 199)	\$200	Computer Software, Online books, Vocabulary programs
Travel		
Other		
TOTAL	\$4400	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home Language Surveys and Parent Contact Information Cards are used to determine which languages are spoken at home by parents. We utilize the following ATS reports to determine translation and oral interpretation needs:

Home Language Report (RHLLA) and Adult Preferred Language Report (RAPL)

This data informs us how many parents/guardians need written translation and oral interpretation needs.

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

These findings are communicated to teachers through student records and information provided by parents during registration. There are over one hundred fifty parents. The languages spoken by the parent body, include Bengali, Chinese, Arabic, Spanish, Ukrainian, Polish, and English. Parents from Poland, the Ukraine, China, India, and Latino/Hispanic countries require oral translation. All findings are discussed with the Parent Coordinator, who is Spanish speaking and interprets/translates for these families. She has attended training workshops regarding translation and oral interpretation provided by the New York City Department of Education Language and Translation and Interpretation Unit.

Part B: Strategies and Activities

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

School notices are sent to the DOE translation department so that parents can receive letters in their preferred languages. Parent volunteers, as well as, school staff provide translations to those in need of language assistance. The Bill of Parents' Rights and Responsibilities have been distributed to all parents and there are signs posted in the lobby in several languages directing parents as to how to acquire Oral and Written Translation services above and beyond what is already provided by the school.

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

During Parent/Teacher conferences, Annual Reviews, EPC meetings, and PTA meetings, translation is done by phone, the parent coordinator, school staff, parent volunteers, and students. The Translation Unit at the DOE is also utilized during Parent-Teacher Conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

School funds are allocated to the Parent Coordinator, School Aide, and Pupil Accounting Secretary to allow for extra time to translate orally and in writing.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$128,320		\$128,320
1. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,283	\$464.00	\$1,747.00
1. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,416	*	\$6416
1. Enter the anticipated 10% set-aside for Professional Development:	\$12,832	*	\$12832

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's Parent Involvement Policy (PIP), which includes the School-Parent Compact.

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Part A: School Parental Involvement Policy

I. General Expectations

P.S. 63 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 63 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - There will be a Title 1 Parents Committee that will develop a series of parent involvement activities.
 - Members of the Title 1 Parent Committee will participate in the District 1 Title 1 activities and disseminate information to other parents.
 - The Title 1 Parents Committee will make recommendations on how to spend the 1% set-aside of the Title 1 School Allocation.
2. P.S. 63 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - The School Leadership Team will consist of 50% parents and 50% staff.
 - Parents on the Leadership Team will be representative of various constituent groups (Early Childhood, Special Ed., ELL, Upper Elementary, etc.) and both bring their concerns and suggestions to the team, as well as, report back on team activities to their constituent group.

3. P.S. 63 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - The School Leadership Team will consist of 50% parents and 50% staff.
 - Parents on the Leadership Team will be representative of various constituent groups (Early Childhood, Special Ed., ELL, Upper Elementary, etc.) and both bring their concerns and suggestions to the team, as well as, report back on team activities to their constituent group.

4. P.S. 63 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.) NOT APPLICABLE

5. P.S. 63 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - As part of the CEP process, the PTA will develop a Parent Needs Assessment Survey to gauge how parents view the progress of the school and to assess the effectiveness of our programs.
 - The PTA will tabulate responses and report the results of the survey to the SLT at large.

6. P.S. 63 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - Parent Workshops

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - Back to School Information Day Breakfast
 - Parents as Partners Workshop
 - Family Socials (Fall and Spring)

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.) NOT APPLICABLE

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
 - All notices for programs, meetings and workshops will be disseminated in all appropriate languages
 - Interpretation services will be provided as needed.
 - School Messenger announcements will be sent to all phones.
 - The school website will be updated with current information.
 -

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signature on this CEP. This policy was adopted by P.S. 63 on June 21, 2009, and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2009.

SCHOOL-PARENT-STUDENT COMPACT

P.S. 63, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

School Responsibilities

P.S. 63 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Teachers will effectively plan and conduct daily lessons in all subject areas.
 - Teachers will continuously assess the level of their students' learning and plan for remediation and enrichment.
 - Teachers will maintain orderly and safe classroom environments that are welcoming to students and parents.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent Teacher Conferences will be held in accordance with the Chancellor's Annual Calendar.
 - There will be one afternoon and one evening conference date in November
 - There will be one afternoon and one evening conference date in March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will be informed as to the results of all interim assessments
 - Parents will be informed as to their child's periodic progress through 3 Report Card Marking Periods (Nov., March and June)
 - Parents will be notified by January 31st if their child is not making their child is not making adequate progress towards meeting the Chancellor's Promotional Criteria for their grade.
 - Teachers will maintain informal communication with parents to keep them informed about their child's academic and behavioral progress.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers will be available to meet with parents during their PREP and Professional Periods, as well as before and after school hours by prior appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are encouraged to become class parents. Class parents volunteer in classrooms, chaperone class trips and assist in classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Parents will be elected by their constituents to represent them on the School Leadership Team, PTA Officers and Title 1 Committee.
 - Parent members of these committees will be involved in planning, reviewing and improving the parental involvement policy.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Parents (elected by their constituents) comprise 50% of the School Leadership Team.
 - PTA President (elected annually) will always be a member of the SLT.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school with all of my materials ready (homework, pencils, and notebooks.)
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. Section 4, pgs. 11-24

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any. Section 5 and 6, pgs. 25-35
3. Instruction by highly qualified staff. Section 3, pgs. 7-10, Sections 5 and 6, pgs. 25-35
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Section 3, pgs. 7-10 Sections 5 and 6, pgs. 25-35
 5. Strategies to attract high-quality highly qualified teachers to high-need schools. Sections 5 and 6, pgs. 25-35
 6. Strategies to increase parental involvement through means such as family literacy services. Sections 5 and 6, pgs. 25-35
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. Sections 5 and 6, pgs. 25-35
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Section 1, pgs. 5-6, Section 4,5 and 6, pgs. 11-35
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Section 1, pgs. 5-6, Section 4,5 and 6, pgs. 11-35
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Section 1, pgs. 5-6, Section 4,5 and 6, pgs. 11-35

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
					Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(✓)			\$107,788	(✓) 11-35
Title I, Part A (ARRA)	Federal	(✓)			\$41,743	(✓) 11-35
Title II, Part A	Federal	(✓)			\$10,952	(✓) 11-35
Title III, Part A	Federal	(✓)				
Title IV	Federal			(✓)	0	
IDEA	Federal				\$186,735	(✓) 11-35
Tax Levy	Local	(✓)			\$1,118,529	(✓) 11-35

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 8
2. Please describe the services you are planning to provide to the STH population.

At-risk Guidance counselor sessions, 6 week sessions with school-based Social Worker, Parent Workshops, Domestic Violence Workshops, one on one consultations with Parent Coordinator, referrals to Community Based Organizations. GED pre-assessment test, Learning Leaders Program, basic computer skills workshop, Parenting skills/positive discipline workshops.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 063 William McKinley					
District:	1	DBN:	01M063	School		310100010063

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	13	12	15		90.5	91.6	92.1
Kindergarten	25	26	30				
Grade 1	28	24	21	Student Stability - % of Enrollment:			
Grade 2	27	26	26	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	44	22	26		87.4	95.5	92.8
Grade 4	32	45	23				
Grade 5	30	26	39	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		63.9	82.8	83.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	11	13
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	199	183	181	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	7	6	Principal Suspensions	2	35	11
# in Collaborative Team Teaching (CTT) Classes	18	34	38	Superintendent Suspensions	3	14	3
Number all others	19	13	5				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	21	23	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	5
# receiving ESL services only	11	5	TBD				
# ELLs with IEPs	1	1	TBD	Number of Educational Paraprofessionals	2	1	8

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	60.9	70.8
				% more than 5 years teaching anywhere	52.4	43.5	54.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	91.0	91.7
American Indian or Alaska Native	0.0	0.0	0.6	% core classes taught by "highly qualified" teachers	90.0	94.7	100.0
Black or African American	17.1	17.5	18.8				
Hispanic or Latino	65.3	64.5	62.4				
Asian or Native Hawaiian/Other Pacific	9.5	10.4	7.2				
White	7.0	7.1	10.5				
Male	63.8	61.7	57.5				
Female	36.2	38.3	42.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	54	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	35.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

Network Cluster CFN 206	District 01	School Number 063	School Name William McKinley
Principal Darlene Despeignes	Assistant Principal <input type="text"/>		
Coach <input type="text"/>	Coach <input type="text"/>		
Teacher/Subject Area Martin Perl ESL	Guidance Counselor Marian Miller		
Teacher/Subject Area Cindy Brooks Special Ed	Parent Olga Villa		
Teacher/Subject Area Lauren Cohen 3rd Grade	Parent Coordinator Alice Saavedra		
Related Service Provider <input type="text"/>	Other <input type="text"/>		
Network Leader Ada Cordorva	Other <input type="text"/>		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	<input type="text"/>	Number of Certified NLA/Foreign Language Teachers	<input type="text"/>
Number of Content Area Teachers with Bilingual Extensions	<input type="text"/>	Number of Special Ed. Teachers with Bilingual Extensions	<input type="text"/>	Number of Teachers of ELLs without ESL/Bilingual Certification	<input type="text"/>

C. School Demographics

Total Number of Students in School	181	Total Number of ELLs	5	ELLs as Share of Total Student Population (%)	2.76%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

PS 63, The William McKinley School is located at 121 East 3rd Street, New York, NY, between First Avenue and Avenue A in the heart of New York City's East Village. There are approximately 181 students in grades Pre-Kindergarten through Grade 5. The school receives Title I funding and has a universal free lunch program. There are six Collaborative Team Teaching (CTT) classes in the school in grades Kindergarten, 1st, 2nd, 3rd, 4th and 5th. There is also one self-contained special education class for Grades 3, 4 and 5. The four storey red brick school building has been at this location for over a century. This very historic neighborhood continues to be a destination of immigrants from around the world. Students come from very diverse cultural backgrounds. There are students from Bangladesh, China, Liberia and Ukraine. Many students are from first and second generation families that live in the neighborhood, that come from Puerto Rico, the Dominican Republic and various Spanish speaking countries. There are presently 5 English language learners who receive ESL instructional services by one New York State permanently certified ESL teacher. This teacher holds a Masters Degree in Education (TESOL). The New York State ESL teaching certification is kept on file in the school office. The English language learner population has been in recent years and continues to be approximately 3% of the school population. The Language Allocation Policy (LAP) team consists of the school principal, Ms. Darlene Despeignes, Ms. Alice Saavedra, the Parent Coordinator, Ms. Lauren Cohen, 3rd Grade CTT classroom teacher, and School Leadership Team (SLT) Chairperson, Ms. Cindy Brooks, Special Education Teacher and PPT Chairperson, Ms. Olga Villa, PTA president, and Mr. Martin Perl, ESL Teacher.

Parent Program Choice: The following structures are in place at PS 63 to ensure that the parents of English language learners are aware of the program choices available to them. Prior to enrollment, during tours of the school led by the Parent Coordinator, parents are given information about the ESL program. At the time of student registration, parents are also informed about the ESL program at the school. At the time of registration, the ESL Teacher, Parent Coordinator, and Pupil Personnel Secretary conduct informal interviews with the parent or guardian. After the parent/guardian fills out the Home Language Identification Survey (HLIS), and new students have been administered the LAB-R, parents of English language learners are invited to Parent Orientations. Meetings are scheduled in the mornings, and the afternoons to meet the needs of parent schedules. At the time of the orientation, parents are handed literature, and given the opportunity to view the New York City Department of Education CD of the program options available to English language learners in the New York City Public School System. If a parent cannot attend an orientation, the ESL teacher will schedule a one to one meeting with the parent. At these meetings, parents are encouraged to learn how they can be involved in the education of their child. The ESL teacher keeps a file of all the signed Parent Program Selection forms. Outreach to parents of English language learners is another critical component of a successful ESL program. All effort is given to make sure that New York City Department of Education materials are given in the home language of the parents, such as Home Language Surveys, Entitlement letters, ESL program literature, Program Selection forms, Report Cards, etc. Furthermore, when a new student arrives in the middle of the school year, which is not an unusual occurrence, the same structure is in place as in the beginning of the school year. Review of the HLIS, administration of the LAB-R, and Spanish Lab if necessary, meeting with the parents, and discussion of parent choices, and return of the parent program selection form. Parents of English language learners at PS 63 choose the ESL program exclusively. According to the Parent Program Selection forms collected over the past few years, this has been an exclusive choice. The ESL program at PS 63 is aligned with what parents have been requesting.

This school serves the following grades (includes ELLs and EPs) Check all that apply	K	1	2	3	4	5
	6	7	8	9	10	11

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	1	1	0	1	0	0	0	5

Part III: ELL Demographics

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <input type="text"/>	Number of third language speakers: <input type="text"/>
Ethnic breakdown of EPs (Number):	
African-American: <input type="text"/>	Asian: <input type="text"/>
Hispanic/Latino: <input type="text"/>	Other: <input type="text"/>
Native American: <input type="text"/>	White (Non-Hispanic/Latino): <input type="text"/>

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Since there is presently a relatively small ELL student population attending PS 63, students benefit from small group instruction. We use a push-in ESL program model. The amount of mandated daily instruction is based on Beginner (360 minutes per week), Intermediate (360 minutes per week), and Advanced (180 minutes per week). Students are grouped by grade levels and proficiency. ELL students are challenged to meet or exceed the performance standards with content area project themed units. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonemic awareness, Math, Social Studies, and Science.

Applied Whole Language and research proven methodologies. CALLA (Cognitive Academic Language Learning Approach) and TPR (Total Physical Response) are implemented. These are known to promote language development and second language acquisition. CALLA developed by Anna Uhl Chamot and J. Michael O'Malley, is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. TPR is an ESL methodology developed by James Asher, it is very valuable with absolute beginners. In this methodology, the teacher says a single action word or phrase and then demonstrates the action.

ELL students are encouraged to build critical thinking skills, be responsible for accountable talk, and scaffold to higher levels. Students improve their skills in Listening, Speaking, Reading and Writing English. The recently introduced ELL Periodic Assessments has been used twice a year to track student progress. These assessments are given to students in grades 3, 4 and 5. The NYSESLAT introduced by New York State in spring 2003 is used as an exit exam for English language learners. Students that pass the NYSESLAT and test out as Proficient, are still entitled to transitional services. After consultation with grade classroom teachers, it is determined whether these students could benefit from additional time in the ESL program.

Technology is an important component of the ESL classroom. Computers are used for Internet research. Tape recorders and CDs are also important academic tools for ELLs. There is an in-class library in the ESL classroom. It is filled with a diverse selection of books and books with CDs and cassettes on all reading levels. In addition, there is a wonderful new state of the art school library. Classroom teachers and the ESL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Special effort is made to follow the guidelines of No Child Left Behind (NCLB). Since all students, including English language learners must take New York State content tests such as Math, Social Studies and Science, special consideration is given to them in terms of extra time (time and a half) as well as separate location. When possible, a foreign language version is provided for New York State Math and Science tests. Translators have been used in previous years for languages that do not have translated versions.

The data patterns from the results of the LAB-R and NYSESLAT reveal that there are students at different levels of proficiency within the school. Typically student scores on the NYSESLAT in the Listening and Speaking sections are higher, than the Reading and Writing modules. With very few exceptions, English language learners on all proficiency levels are scoring slightly higher in Reading than in Writing. According to the LAB-R results there are two new Kindergarten students and one First grade student at the beginning level. Per spring 2010 NYSESLAT scores: 3 students had proficient scores in all categories: Listening, Speaking, Reading and Writing and tested out from ESL services. 1 newly admitted student scored: Intermediate in Listening and Speaking and Beginning in Reading and Writing.

ELL students receive tailored support in reading and writing. This allows for scaffolding and academic progress. Additionally, instruction in the grade level classroom is differentiated based on the needs of the ELL students. Classroom teachers are provided with support from other school specialists, such as the ELA Inquiry team, and Speech therapist to ensure all students' needs are met. Moreover, ELL students, along with all students in the school, grades Kindergarten-Fifth, are administered the Teachers College Reading and Writing Assessments. Students in Grades 3-5 take the Acuity Assessments. The Beginning Level ELL students can generally benefit from phonemic awareness and blending activities. The ELL Interim Assessments are administered twice a year to students in grades 3-5. These assessments, as well as other test results can help determine which areas are in need of improvement. Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries in Spanish in the ESL classroom and school library. Students also utilize an extensive photo library, as well as bilingual picture dictionaries in Chinese and Spanish. At present, there are no English language learners classified as SIFE. Accommodations would be made for any newly admitted SIFE student or long-term English language learner. The LAP team would meet to discuss the particular needs of such a student.

For SIFE students, questions would be raised as to the exact number of years that the student did not attend school and for what reasons. After assessing to the situation, in addition to the required ESL services, the LAP team would determine and recommend other services that would benefit the student. There are at present, no long-term English language learners attending the school. Moreover, if such a student should transfer to this school, all effort would be made to check ATS test records, attendance, admittance and discharge history. conferences with the student and the parents to ascertain the reasons for being a long term English language learner. Perhaps

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

A. Programming and Scheduling Information--Continued

1. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

The school offers a diverse range of intervention services. The PPT meets weekly to discuss the academic and emotional support that some students, including ELLs might require. Students receive academic intervention services in the extended day, as well as during the school day. Students also benefit from our on-site Speech Therapist, Occupational Therapist, and Physical Therapist. The school also has bilingual Psychologist, and Social Worker. We also have an on-site Family Support Services Social Worker due to our relationship with the Hudson Guild. There is an in-class library in the ESL classroom. It is filled with a diverse selection of books and books with cassettes on all reading levels. Classroom teachers and the ESL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Once an ELL student has tested out of the NYSESLAT as proficient, the classroom teacher and ESL teacher will discuss the best transition for the student.

A. Assessment Breakdown

A. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher continues to attend New York City Department of Education staff development and other off-site trainings. The ESL teacher has also attended professional development workshops offered by organizations such as NYTESOL and TESOL, as well as workshops offered by the CFN, Teachers College, and BETAC. Classroom teachers also receive information regarding ESL professional development opportunities from the New York City Department of Education, the UFT, BETAC, and other outside organizations.

A. Parental Involvement

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

PS 63 has a very active PTA and School Leadership Team. Parents of ELLs and former ELLs are well integrated and are represented in all school activities and functions. For several years, PS 63 provided free English lessons for parents of our ELL students.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	0	0	1	0	0	0	0	0	0	0	5
Total	2	1	1	0	0	1	0	0	0	0	0	0	0	5

Part V: Assessment Analysis

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

WRITING	I	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>							
	A	<input type="text"/>												
	P	<input type="text"/>												

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
NYSAA Bilingual Spe Ed	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	<input type="text"/>	0							
4	<input type="text"/>	0							
5	<input type="text"/>	0							
6	<input type="text"/>	0							
7	<input type="text"/>	0							
8	<input type="text"/>	0							
NYSAA Bilingual Spe Ed	<input type="text"/>	0							

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	<input type="text"/>	0							
8	<input type="text"/>	0							
NYSAA Bilingual Spe Ed	<input type="text"/>	0							

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	<input type="text"/>	0							
8	<input type="text"/>	0							

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	□□□	□□□	□□□	□□□
Math □□□□	□□□	□□□	□□□	□□□
Math □□□□	□□□	□□□	□□□	□□□
Biology	□□□	□□□	□□□	□□□
Chemistry	□□□	□□□	□□□	□□□
Earth Science	□□□	□□□	□□□	□□□
Living Environment	□□□	□□□	□□□	□□□
Physics	□□□	□□□	□□□	□□□
Global History and Geography	□□□	□□□	□□□	□□□
US History and Government	□□□	□□□	□□□	□□□
Foreign Language	□□□	□□□	□□□	□□□
Other □□□□	□□□	□□□	□□□	□□□
Other □□□□	□□□	□□□	□□□	□□□
NYSAA ELA	□□□	□□□	□□□	□□□
NYSAA Mathematics	□□□	□□□	□□□	□□□
NYSAA Social Studies	□□□	□□□	□□□	□□□
NYSAA Science	□□□	□□□	□□□	□□□

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Since all students, including English language learners must take New York State content tests such as Math, Social Studies and Science, special consideration is given to them in terms of extra time (time and a half) as well as separate location.

The data patterns from the results of the LAB-R and NYSESLAT reveal that there are students at different levels of proficiency within the school. Typically student scores on the NYSESLAT in the Listening and Speaking sections are higher, than the Reading and Writing modules. With very few exceptions, English language learners on all proficiency levels are scoring slightly higher in Reading than in Writing.

ELL students receive tailored support in reading and writing. This allows for scaffolding and academic progress. Additionally, instruction in the grade level classroom is differentiated based on the needs of the ELL students. Classroom teachers are provided with support from other school specialists, such as the ELA Inquiry team, and Speech therapist to ensure all students' needs are met.

Moreover, ELL students, along with all students in the school, grades Kindergarten-Fifth, are administered the Teachers College Reading and Writing Assessments. Students in Grades 3-5 take the Acuity Assessments. The Beginning Level ELL students can generally benefit from phonemic awareness and blending activities. The ELL Interim Assessments are administered twice a year to students in grades 3-5. These assessments, as well as other test results can help determine which areas are in need of improvement.

Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries in Spanish in the ESL classroom and school library. Students also utilize an extensive photo library, as well as bilingual picture dictionaries in Chinese and Spanish. There are at present, no long-term English language learners attending the school. Moreover, if such a student should transfer to this school, all effort would be made to check ATS test records, attendance, admittance and discharge history, conferences with the student and the parents to ascertain the reasons for being a long term English language learner. Perhaps there might be other factors, other than second language acquisition that is interfering with his or her learning.

Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		□□□□
	Assistant Principal		□□□□
	Parent Coordinator		□□□□

Part VI: LAP Assurances

	Parent		□□□□
	Teacher/Subject Area		□□□□
	Teacher/Subject Area		□□□□
	Coach		□□□□
	Coach		□□□□
	Guidance Counselor		□□□□
	Network Leader		□□□□
	Other □□□□		□□□□
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