



**P.S. 063 OLD SOUTH**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 063 OLD SOUTH**  
**ADDRESS: 90-15 SUTTER AVENUE**  
**TELEPHONE: 718-845-7560**  
**FAX: 718-845-7269**

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**SECTION I: SCHOOL INFORMATION PAGE**

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**SCHOOL NUMBER:** 342700010  
**SCHOOL NAME:** 063

**SCHOOL ADDRESS:** 90-15 SUTTER AVENUE, QUEENS, NY, 11417

**SCHOOL TELEPHONE:** 718-845-7560 **FAX:** 718-845-7269

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**SCHOOL CONTACT PERSON:** Diane Marino-Coleman DMarino@s  
chools.nyc.g  
ov

**POSITION / TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Irene Cox

**PRINCIPAL:** Diane Marino-Coleman

**UFT CHAPTER LEADER:** Patrick Deering

**PARENTS' ASSOCIATION PRESIDENT:** Edna Figueroa

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*  
\_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK**  
**CT:**      **(CFN):**      CEI-PEA

**NETWORK LEADER:**      WILLIAM COLAVITO/ALTHEA SERRANT/Christine Etienne

**SUPERINTENDENT:**      MICHELE LLOYD-BEY

**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/rdonlyres/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
Diane Marino-Coleman	Principal	Electronic Signature Approved.
Patrick Deering	UFT Chapter Leader	Electronic Signature Approved. Comments: approved
Irene Cox	UFT Member	Electronic Signature Approved. Comments: approved
Edna Figueroa	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: approved
Debra Merganthalar	UFT Member	Electronic Signature Approved. Comments: approved
Gita Samwaru	Parent	Electronic Signature Approved. Comments: approved
Donna Marino	Parent	
Michelle Salvati	Parent	
Lily Johnson	Parent	
Patricia Dardani	DC 37 Representative	

\* 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.

P. S. 63 serves a large, diverse student body in a warm, nurturing environment. Administration and all staff members are dedicated to achieving high standards of academic excellence for all our students through integrated programs in the performing arts, visual arts and technology. Our mission statement: ARTS; Achievement, Respect, Tolerance, Self-Esteem reflects our goal to explore a wide variety of curricula, instructional strategies, organizational approaches, and evaluation procedures designed to strengthen the quality of instruction so that each child reaches high academic and social potential. An extension of this is our effort to promote multicultural harmony and respect for individual differences starting from the base of increased self-esteem.

The cornerstone of our current instructional program is a daily 90 minute literacy block that features components of a balanced literacy program. This is supplemented by Fountas and Pinnell Intervention Kit K-2 and Month by Month phonics instruction. All Special Education students and selected General Education students are also using Open Court, which is based on accepted Orton-Gillingham philosophy and principles as well as on current reading research. It has proven highly successful with our students who have been unable to learn encoding and decoding through traditional methods.

Another anchor of our curriculum is a math program that consists of a daily 60-90 minute block of instruction. Everyday mathematics is prescribed and is supplemented by Math Steps to provide students with additional opportunities to develop mastery through practice.

Our English Language Learners are exposed to all facets of the classroom. They are also seen by one of three ELL teachers in a pull-out program to increase their English language acquisition through listening, speaking, reading, and writing activities.

In our efforts to address the many levels of student potential teachers work harmoniously to develop exciting, challenging interdisciplinary units of study using the social studies standards as the basis for integrating all other areas of the core curriculum. These units of study are supported with classroom materials, supplies and books as well as our media specialist and librarian. The students engage in self and peer-assessment activities, as well as goal setting conferences in the core subjects with their teachers. Collaborative teams strategize, implement and revise instructional strategies based on a wide range of formal data, e.g., classroom assessment, running records, and student conferences. Teachers' use of this data enabled them to effectively meet students' learning needs through differentiated classroom activities. Included in our efforts to meet the needs of our students, a CTT program has been initiated in Kindergarten and Grade 1. Our collaborative team teaching is a proactive educational approach in which one general and one special educator work in a coactive fashion. They work with related service providers to jointly assess, plan for, teach and evaluate academically and behaviorally heterogeneous groups of Kindergarten students in an educationally integrated setting.

As the latest research shows, arts education can be a key element in student success and that is why P. S. 63 champions a rich arts program. A wide range of art, music and dance classes support and enrich the interdisciplinary academic curriculum and provide many opportunities for creativity and self-expression. In addition to general music, we also have several performance ensembles taught by our own faculty, including band, guitar, chorus, violin and recorder.

Partnering with the distinctive cultural organizations available in New York City affords our students the opportunity to enrich their education even further. We have built enduring partnerships with The Academy (a collaboration between Carnegie Hall, the Julliard School and Weill Music Institute), Music and the Brain (a keyboard program for K-2 students) and American Ballroom Theater (which introduces ballroom dance to all 5<sup>th</sup> grade students) to name a few.

Students thrive in the all-encompassing environment of P. S. 63. An environment that involves educators, parents, and community to look at the whole child and help prepare a well balanced citizen. Our school's ability to maintain an "A" rating on the progress report for the past three school years is indicative of the positive results that solid teamwork can achieve.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		P.S. 063 Old South							
District:	27	DBN #:	27Q063	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.4	94.3	TBD		
Kindergarten	189	191	187						
Grade 1	223	209	191	Student Stability - % of Enrollment:					
Grade 2	214	234	215	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	206	206	226		92.5	92.96	TBD		
Grade 4	208	201	215						
Grade 5	211	221	212	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		64.1	64.1	82.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	1	TBD		
Grade 12	0	0	0						
Ungraded	29	16	17	Recent Immigrants - Total Number:					
Total	1280	1278	1263	(As of October 31)	2007-08	2008-09	2009-10		
					7	9	11		

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>			
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	95	94	92	Principal Suspensions	0	2	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	0	2	TBD
Number all others	56	58	52				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				(As of October 31)	2007-08	2009-10	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				CTE Program Participants		0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	157	163	168	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	7	31	Number of Teachers	96	91	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		28	TBD
				Number of Educational Paraprofessionals		1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	99	100	TBD
				% more than 2 years	83.3	TBD	

				teaching in this school			
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	61.5	TBD	
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	89	TBD
American Indian or Alaska Native	0	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SE D definition)	98.9	98.8	TBD
Black or African American	7	7.4	7.7				
Hispanic or Latino	51.5	49.3	49.7				
Asian or Native Hawaiian/Other Pacific Isl.	31.6	32.6	31.7				
White	9.9	9.9	8.9				
Multi-racial							
<b>Male</b>	50.6	49.9	50.3				
<b>Female</b>	49.4	50.1	49.7				

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

**Individual Subject/Area AYP Outcomes:**

<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each**

accountability measure:							
Student Groups	Elementary/Middle Level	Secondary Level		ELA	Math	Grad. Rate	Progress Target
	ELA	Math	Science				
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-	-				
<b>Students with Disabilities</b>	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	8	8	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>
<b>Overall Score</b>	86.8	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	22.1	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	45.1	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	9.8	Quality Statement 5: Monitor and Revise
<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>	
√ = Made AYP	Δ = Underdeveloped	
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features	
X = Did Not Make AYP	√ = Proficient	
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed	
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding	
* = 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.		
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>		

## 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 schools 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?

1. A review of data gathered from the upper grade special education population in our school was conducted in June 2010. A clear trend was seen in that we found that this subgroup needed extra effort and attention in order to make them more proficient readers. As 3rd and 4th graders, only 30% of these students scored a "3" on the State ELA exam. A review of the DY0 interim assessments and practice exams administered to these students during the 2009-2010 school year revealed less than 20% of these students were on grade level. It was clear that we would have to concentrate on this sub-group to insure their academic success.

2. According to the Fountas and Pinnel benchmarks (Wrap), and ECLAS, approximately 30% of our students entering 3rd grade are reading below grade level. This is not a new trend, in fact, an existing trend. It becomes clear that these students are not achieving a year's growth in reading while in Grades K-2. Ramifications for these statistics are obvious as these students will be taking their first State tests this Spring. Our need to develop instructional goals for, and maintain a focus on reading in Grades K-2, becomes critical.

3. After conducting a needs assessment, it was determined that a strong plan needs to be put into place to improve P.S. 63Q's communications with our students' homes. The trend was as follows: poor response to the parent surveys, weak attendance at PTA meetings, as well as poorly attended community functions held at school. It became obvious that P.S. 63Q needed to reach out to our student's families to gain a stronger partner in helping our children succeed.

4. The long awaited improvements to the ARIS system gave educators in New York City an excellent tool to assist in determining their student's strengths, weaknesses, and needs. Unfortunately, the reality was that ARIS represented yet another piece of data that was being underutilized by the teachers at PS63Q. A survey conducted by the Data Specialist at the school determined that only 10% of the teaching staff used data on a daily basis when planning for students work. Approximately 50 % of teachers reported using it "somewhat often" and 40% used it "rarely", or "as needed". Much of the reason given was lack of familiarity or lack of comfort using the various sources available to them. It was determined that PS63Q would be proactive in familiarizing all staff on the data available to them.

### GREATEST ACCOMPLISHMENTS

While running a school with over 1,300 students has its share of problems, we have worked hard to achieve many notable accomplishments.

Over the past several years, P.S. 63Q has proven itself to be a well organized school that holds its stakeholders to high expectations. Administrators, serve as valuable educational and professional resources to assist our teachers in raising our student performance. Frequent grade meetings and professional development help teachers at P.S. 63Q work collaboratively with a sense of teamwork and common goals. As well as sharing best practices, these teachers analyze the various data sources and consistently use its findings to drive instruction.

As a result of this, many accomplishments have been realized. P.S. 63Q received a letter grade of "A" for the third year in a row on its annual progress report, up from 2006-2007 grade of "B". An examination of the progress report shows that exemplary gains were made by our ELL and Special Education subgroups, groups that have historically been trailing the general education population

We have also purchased an automated call home program that notifies the parents if a child is absent or late. This program, purchased in December 2007, has helped us build another bridge to the home in order to facilitate better attendance. Our staff has also begun to develop a deeper understanding of data, of what is available to them and what it means in order to assess students' strengths and weakness'. This data has helped us develop a more surgical approach to our AIS services as well as our extended day and Saturday test prep program.

P.S. 63Q for the 2010-2011 school year will have one Inquiry Team. year.90% of our staff will be involved in Inquiry work this year.

#### AIDS TO CONTINUOUS IMPROVEMENT

A significant aid to our continuous improvement is the successful work of our inquiry teams. For the last three years, our teams set out to assess best practices in the classrooms. They targeted groups of students that were in need. These teams looked at data from a variety of sources in order to better assess these students. When the students were assessed, focused intervention strategies were put into place and examined for their effectiveness.

The inquiry process expanded past the two established teams as every classroom teacher was asked to target a group of students in their class and apply the inquiry work to them. This focused instruction with self reflection went school wide and proved to not only be successful, but quite rewarding. The Inquiry Team for the 2010-2011 school year will incorporate 1 teacher from each grade, 1 ESL teacher, 1 AIS teacher and all administrators. The Inquiry Team will turnkey best practices to be used with teachers on their grade. The Inquiry Team will service 2-3 students from their class and target the curricula area Writing. of last year's team making significant progress in meeting the needs of its targeted students.

Data has become more of a partner in our planning and instruction. The changes made to ARIS this year are proving invaluable. Besides ARIS, students are now regularly using child friendly interactive software both at home and in school as part of their daily instruction. Programs like Study Island challenge the student to learn in an enjoyable and engaging way. Throughout this past year, more teachers began to analyze, revise, and reflect on student data. By our estimation, this statistic isn't strong enough. In fact, increased use of data been set as one of our annual goals.

Like last year, members of our school community drafted a set of goals for the school year. Teachers were asked to submit goals in October 2010. This goal setting gave the educators a greater sense of ownership, responsibility and accomplishment toward their work

We also made changes to our work day for the 2009-1010 school year. We made longer periods, added 20 minutes at the end of the day for administration and small group instruction. Changes were made to cluster positions in order to better meet our student's needs and interests. It is hoped that these changes will aid us to continuously improve everything we do. The 2010-2011 school year has set aside 1 extended day period for "Teacher Teams." Teachers meet with their colleagues to discuss planning, data, best practices and how to better serve the P. S. 63Q student population.

### Barriers to Continuous Improvement

The budget cuts that have hit the school system this year have affected us greatly. It is impossible to overstate the impact of these cuts. While each student still gets a quality education, many classes have grown in numbers. A school with a lower budget is affected in many ways. One example would be the extra services that we historically provided to our children. Programs like student newspaper, student council, and Saturday school are now being relegated to a "when we have time" status or severely cut in time and scope. While it is difficult to measure the impact of such loses, most would agree it is considerable.

The budget becomes more important when you look at the other barriers we face. As has been the case over the past several years, a major barrier to PS63Q reaching some of our goals continues to be the language and cultural differences that exist in our school. Our 1300 students come from 60 different and distinct cultural backgrounds. They arrive on our doorstep ready to learn. But they do so with diverse cultural backgrounds many of which are unfamiliar to our staff. They possess a variety of needs and learning styles that our teachers address daily. In fact, thirteen percent of our population is currently receiving ELL services. (This number has been increasing over the past several year)

These language and cultural differences are often seen by parents as a barrier that is difficult to overcome. In many cases they do not feel confident in their ability to fully communicate with the school. Along with day to day communication with the school (field trips/notes home), they are frustrated by their ability to assist in their child's education.

The language problem may or may not be the reason for our last major barrier facing our school is the low attendance at PTA meetings and other community events held at our school. The home/school partnership is lacking and it is critical to our students success.

## 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.

Annual Goal	Short Description
<input type="checkbox"/> I. By June 2011, 25% of our special education students in self-contained classes in grades 4 and 5 will demonstrate an increase in growth percentile on the NY State ELA test and improve their literacy skills. In past years, P. S. 63Q has focused much of its inquiry work on the Special Education population. The Inquiry Team efforts resulted in significant gains; therefore, P. S. 63Q will attempt to bring these results to a higher level.	<input type="checkbox"/> By June 2011, 25% of our special education students in self-contained classes in grades 4 and 5 will demonstrate an increase in growth percentile on the NY State ELA testb and improve their literacy skills.
<input type="checkbox"/> By June 2011, 50% of K-2 students will move 2 or more Fouontas and Pinnell reading levels from their September 2010 level.  During the past school year, Inquiry Team work at P. S. 63Q focused on raising reading levels for students in grades K-2. This effort resulted in the number of students entering the third grade on grade level this year was larger than previous years. A decisiion was made to continue this effort.	<input type="checkbox"/> By June 2011, 70% of K-2 students will demonstrate a year's growth in literacy as evidenced by WRAP scores, student portfolios, running records and report cards.
<input type="checkbox"/> By June 2011, communication between parents and staff will increase as evidenced by monthly communications dealing with student academic growth and goals. A steady dialogue between school and home will be established as measured by parent response to teacher-generated monthly goals.  This year's introduction of the ARIS parent link gives teachers a tool to help the parents understand, in a timely fashion, their child's progress. It will be an invaluable tool to expand discussion about student achievement beyond the parent-teacher conferences held twice a year.	<input type="checkbox"/> By June 2011, communication between parents and teachers will increase from twice yearly meetings to monthly communications dealing with student academic growth and goals. A steady dialogue between school and home will be established.
<input type="checkbox"/> By June 2011, 100% of staff in K-5 will have knowledge of COMmon Core Standards in ELA and Math. In addition, each teacher will participate in Professional Development provided by the Common Core Team. Each teacher team	<input type="checkbox"/> By June 2011, all teachers will be knowledgeable of the many sources of data available to them. In addition, each teacher will be actively engaged in using this data

will choose at least one milestone that will be the entry point of Common Core Standards.

to identify student learning trends, set goals, modify instruction and ultimately raise student achievement.



## 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) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> I. By June 2011, 25% of our special education students in self-contained classes in grades 4 and 5 will demonstrate an increase in growth percentile on the NY State ELA test and improve their literacy skills. In past years, P. S. 63Q has focused much of its inquiry work on the Special Education population. The Inquiry Team efforts resulted in significant gains; therefore, P. S. 63Q will attempt to bring these results to a higher level.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> *implementation, evaluation, assessment and appropriate follow through with professional development in the areas of guided and independent reading and rubrics for evaluation of student products. *grade conferences to discuss successful strategies implementing Tier 1 intervention strategies by classroom teachers. *assistant principal in charge of grade will meet weekly with the principal to review data, concerns, next steps, implementation/review of plans. *parent workshops, facilitated by AIS staff, to provide best practices that can be replicated at home. *evaluate and assess individual student strengths and weaknesses using conference notes and DYO's. *provide small group instruction for students at their instructional levels. *provide research-based intervention programs. *provide additional instruction using test prep strategies and materials. *share student monthly goals with parents. * extended day instruction will provide Special Education students with additional support in ELA strategies.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include 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>Tax Levy Title I</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> * Using a DYIO approach, we will administer three interim assessments, November, January and March during the school year. We will use the assessments to determine student needs as well as how the student is progressing to meet our goals. If students are falling behind interim goals, they will be further targeted. *measurable/sustainable WRAP scores *on-going evaluation of standard-based student portfolios *updated/living running records *teacher formal/informal observations *measurable/sustainable report card grades *</p>
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**Subject Area**  
**(where relevant) :**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>  By June 2011, 50% of K-2 students will move 2 or more Fountas and Pinnell reading levels from their September 2010 level.</p> <p>During the past school year, Inquiry Team work at P. S. 63Q focused on raising reading levels for students in grades K-2. This effort resulted in the number of students entering the third grade on grade level this year was larger than previous years. A decision was made to continue this effort.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>*implementation, evaluation, assessment and appropriate follow through with professional development in the areas of guided and independent reading and rubrics for evaluation of student products. *grade conferences to discuss successful strategies adopted by Inquiry Team and Tier I intervention strategies implemented by classroom teachers. *assistant principal in charge of grade will meet weekly with the principal to review data, concerns, next steps, implementation/review of plans and discuss findings of Inquiry Team. *coaches will continue to support the stated goal via professional development, meetings with individuals modeling, push-in and other related strategies. *utilization of Teacher Center staff to provide on-going support, guidance, and assistance to staff, for example, conducting after school professional study groups utilizing professional reference material. *parent workshops, facilitated by staff developers, to provide best practices that can be replicated at home. *AIS services for Grade K-2 include Voyager Passport Program and Award Reading. * reduced class size model in Grades K-2. *utilize appropriate Galaxy funding sources (Title 1, PD, etc.) in compliance with DOE regulations for staffing, scheduling, purchase of instructional</p>

	materials/kits/programs, and PD. *ensure school support services are aligned with student/teacher/administrative concerns and issues. *ensure school culture supports active student involvement in articulating their individual performance areas and next steps.
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Tax Levy Title I Title IIA Supplemental School Support Supplement
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) :

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, communication between parents and staff will increase as evidenced by monthly communications dealing with student academic growth and goals. A steady dialogue between school and home will be established as measured by parent response to teacher-generated monthly goals.  This year's introduction of the ARIS parent link gives teachers a tool to help the parents understand, in a timely fashion, their child's progress. It will be an invaluable tool to expand discussion about student achievement beyond the parent-teacher conferences held twice a year.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>By June 2011, communication between parents and teachers will increase from twice yearly meetings to monthly communications dealing with student academic growth and goals. A steady dialogue between school and home will be established. *teachers will discuss plans to develop student learning goals at parent open houses. *teachers will receive support in developing student goals from Teacher’s Center personnel and administrators. *a school-wide format will be developed collaboratively to communicate student progress to parents in all grades. *teachers will respond to parent comments and/or concerns regarding progress in written and/or oral communications. *parents will be informed when the student has achieved mastery of his/her goals. *monthly newsletters will be backpacked home containing helpful articles related to assisting students with school work. *school website will be updated providing newsworthy events throughout the grades. *parent workshops will be provided in grade appropriate topics such as ARIS, Study Island, Literacy, Math, Science, Social Studies, etc.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy Title I Title III (anticipated)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011, 100% of staff in K-5 will have knowledge of COmmon Core Standards in ELA and Math. In addition, each teacher will participate in Professional Development provided by the Common Core Team. Each teacher team will choose at least one milestone that will be the entry point of Common Core Standards.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>*based on class data, teachers set goals for their students, modify instruction, and increase student achievement. *teacher's analyze class data and identify trends, patterns, subgroups. *Teacher's Center provides training in goal writing. *teachers submit goals to supervisor with plan for implementation. *supervisors discuss expectations at grade conferences. *teacher lesson plans reflect plans for meeting benchmarks. *formative assessment provides progress monitoring of student growth. *students will develop their skills in self-assessment of goals.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy Title I Title III (anticipated)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

## 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	49	17	N/A	N/A	4	9	9	
1	51	23	N/A	N/A	6	8	3	2
2	68	29	N/A	N/A	5	6	2	
3	45	34	N/A	N/A	9	5	4	3
4	70	70	27		6	2	6	2
5	75	61		20	4	4	5	2
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> <input type="checkbox"/> AIS in ELA is being implemented in several different ways: <ul style="list-style-type: none"> <li>• One 45 minute period, 3-5 periods per week based on need, with a reduced student-teacher ratio enabling small group and individualized instruction based on assessed needs.</li> <li>• Differentiated instruction in all ELA classes – RTI, Tier I</li> <li>• Tier III represents the smallest group of students. These are identified students needing intervention with increased frequency and longer duration.</li> <li>• Saturday Program for identified students provides a reduced student/teacher ratio enabling small group and individualized instruction based on assessed needs.</li> </ul>
<b>Mathematics:</b>	<input type="checkbox"/> <input type="checkbox"/> AIS in math is being implemented in several different ways: <ul style="list-style-type: none"> <li>• One 45 minute period, 3-5 times a week, based on need.</li> <li>• Placement in reduced size class for K-3. Students are provided with individualized instruction based on assessed needs daily in a reduced student-teacher ratio environment.</li> <li>• Differentiated instruction in all math classes – RTI, Tier I.</li> <li>• Through frequent content and skills based assessment the effectiveness of Tier I will be determined. Students who need small group strategic instruction and more frequent assessment will be referred for Tier II instruction. Tier II represents the smallest group of students. These are identified students needing intervention with increased frequency and longer duration.</li> <li>• Lunch tutorial</li> <li>• Saturday Program for identified students provides a reduced student/teacher ratio enabling small group and individualized based on assessed needs.</li> </ul>

<b>Science:</b>	<input type="checkbox"/> <input type="checkbox"/> AIS in Science is being implemented in several different ways: <ul style="list-style-type: none"> <li>• One 45 minute period of AIS instruction in Science a week</li> <li>• Hands-on experimentation infused within classroom science instruction</li> <li>• Science lab equipped to provide Tiers II and III interventional services</li> </ul> <p>Lunch tutorial</p>
<b>Social Studies:</b>	<input type="checkbox"/> <input type="checkbox"/> AIS in Social Studies is being implemented in a variety of ways: <ul style="list-style-type: none"> <li>• One 45 minute period of AIS instruction in Social Studies per week</li> </ul> <p>Social Studies period tailored to meet needs of individual students including Tiers II and III intervention services.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> At Risk services are being implemented in a variety of ways: <ul style="list-style-type: none"> <li>• Group and individual counseling providing guidance and crisis counseling during the school day. Frequency based on need</li> <li>• Assists all students experiencing behavioral and/or emotional family and personal issues negatively impacting on learning..</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> At Risk services are being implemented in a variety of ways: <ul style="list-style-type: none"> <li>• Offer clinical services, agency referrals, education, social and personal services during the school day on an as needed basis.</li> <li>• Develop classroom techniques to promote learning and improved impulse control.</li> <li>• Provide teacher support</li> <li>• Identifies emotional, social and neurological factors that impede on student performance</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> At Risk services are being implemented in a variety of ways: <ul style="list-style-type: none"> <li>• Provide counseling services to the child and to their families during the school day. Frequency based on need.</li> </ul>

	<ul style="list-style-type: none"> <li>• Referrals to outside agencies.</li> <li>• Social work services in relation to child abuse services.</li> </ul>
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> <p>At Risk services are being implemented in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Services are offered during the school day. Frequency based on need.</li> <li>• Assists in learning how to cope with health-related issues such as asthma, ADHD, ADD</li> </ul>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

**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

- There will be no revisions 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 minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget 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 program narrative and budget 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)**

**3-5**

**Number of Students to be Served:**

**LEP 50**

**Non-LEP 30**

**Number of Teachers 1 ESL, 8 mainstream teachers**

**Other Staff (Specify) 1 Supervisor**

**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.

Our Saturday Academy for 3rd, 4th and 5th grade students was designed to help ELLs construct and apply academic knowledge, acquire new vocabulary, and improve reading, writing and listening skills so that they can achieve academic success in literacy and mathematics and gain proficiency in English. The instructional program will also provide valuable reading and math skills as well as test taking strategies in order for our ELLs to be successful on New York State standardized assessments, i.e., NYS ELA exam, NYS Mathematics exam, and NYSESLAT. Based on a review of ELA assessment data, 80% of our ELLs are below grade level and would benefit from the explicit targeted instruction provided by this program. There are 50 ELLs enrolled in the Saturday program; 10 beginner, 10 intermediate, and 22 advanced, and 8 former ELLs. Our Saturday program consists of twelve sessions. It is targeted to begin January 2011 and end in May 2011. Each session is three hours from 9:00 AM to 12:00. There are, on average, 6 ELLs per class. There is one ESL teacher and 8 mainstream teachers. The ESL teacher will provide inter-class rotations with all other mainstream teachers in the program within the three-hour sessions to ensure that the needs of our ELLs are addressed. A supervisor will oversee the program, as there is no other operational program in the building on Saturday.

In the Saturday Academy, the ELLs receive instruction in English by an ESL teacher and mainstream teachers using intensive ESL methodology. New York Ready (Reading and Mathematics) is used to provide test taking strategies in addition to the use of sheltered English materials, the use of hands-on activities, and manipulatives. ELLs are also provided with intensive instruction to provide reading, writing and problem solving skills through the use of modeling, bridging, text representation, scaffolding, schema building and performance tasks. During grade level professional development, ESL teachers meet with mainstream teachers and supervisors to develop support strategies to be used in the Saturday Academy. In addition, an after school book study group led by a certified ESL teacher will explore ways to combine meaningful assessment methods with ESL methodology to meet the needs of our ELLs. The Saturday Academy also offers opportunities for academic assistance and socialization in a small group setting. This ensures that ELLs not only receive support within their mainstream classroom, but also have an opportunity to receive individualized support beyond their mainstream classroom.

### **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.

On-going professional development will be provided for teachers and other staff members responsible for the delivery of instruction and services to ELLs. Teachers will receive professional development to familiarize them with ESL strategies and techniques that will help to

support ELLs in our Saturday Academy and in mainstream classrooms as well. Topics for professional development are based on the academic needs of our ELLs. Research-based targeted instruction, along with current theories of second language acquisition, is the core of our ESL program. Monthly professional development workshops provide opportunities for certified ESL teachers to share current research and new resources with mainstream teachers to help promote English language proficiency for ELLs. In addition, certified ESL teachers will attend seminars and conferences offered by the UFT Teacher Center and other sources. They will “turn key” new strategies and methodologies that can be implemented to differentiate instruction to meet the language and academic needs of our ELLs. General education teachers will also have access to demonstration lessons, inter-class visitations, and a variety of ESL resources. Teachers will meet to identify ELLS who would benefit from academic intervention services, Voyager instruction, and intensive instruction in reading using Soar to Success. Professional Development will also be provided in an after school book study group made possible by Title III funding. A certified ESL teacher, at per-session rate, will lead a group of ten teachers, at training rate, using the book Scaffolding Language, Scaffolding Learning by Pauline Gibbons. The group will explore ways to turn daily classroom lessons and activities into valuable opportunities for assessment to help ELLs gain English language proficiency and meet NYS ELA standards. The book study will consist of seven two hour sessions from March to May.

**Section III. Title III Budget**

School: **63Q**  
 BEDS Code: **342700010063**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$18,670.44; \$3,879.26	<input type="checkbox"/> <p>Saturday Program for Target Students            1 ESL teacher and 8 mainstream teachers will provide instruction in the Saturday Academy for twelve three-hour session.            1ESL teacher x 3hrs. x12 sessions = 36 total hours            36 x \$49.89 = \$1,796.04            8 teachers x 3 hrs. x 12 sessions = 288 total hours            288 x \$49.89 = \$14, 368.32            One supervisor will oversee the program, as there is no other operational program in the building on Saturday. She will be paid at the supervisor per session rate.            1supervisor x 4 hrs. x 12 sessions = 48 hrs.</p>

		<p>48 x \$52.21 = \$2,506.08</p> <p><b><u>Professional Development/After School Study Group to Develop ELL strategies for teachers</u></b></p> <p>10 teachers will receive seven 2-hour sessions of professional development at training rate conducted by an ESL teacher paid at per session rate.</p> <p>1 ESL teacher x 2hrs. x 7 sessions = 14 hrs.</p> <p>14 x \$49.89 = \$698.46</p> <p>10 teachers x 2 hrs. x 7 sessions = 140 hrs.</p> <p>140 x \$22.72 = \$3,180.80</p>
<p><b>Purchased services</b></p> <p>- High quality staff and curriculum development contracts</p>	N/A	<input type="checkbox"/>
<p><b>Supplies and materials</b></p> <p>- Must be supplemental.</p> <p>- Additional curricula, instructional materials.</p> <p>- Must be clearly listed.</p>	<p>\$3,288.00;</p> <p>\$1,252.70;</p> <p>\$1,037.30</p>	<p><input type="checkbox"/></p> <p>Supplemental student ,materials for Saturday Academy (Curriculum Associates)</p> <p>Grades 3, 4, 5 = 150 reading workbooks and 150 math workbooks</p> <p><b><u>Supplies for parent workshops to develop literacy strateghies for parents December-May and Refreshments</u></b></p> <p>Oxford Picture Dictionaries with workbooks</p> <p>25 books x \$15.00 = \$375</p> <p>25 books x \$20.00 = \$500</p> <p>refreshments: \$377.70</p> <p><b><u>Chart paper, copy paper, markers, notebooks, rulers</u></b></p>
<p><b>Educational Software (Object Code 199)</b></p>	N/A	<input type="checkbox"/>
<p><b>Travel</b></p>	N/A	<input type="checkbox"/>
<p><b>Other</b></p>	\$2,272.30	<p><input type="checkbox"/></p> <p>Two Parent Trips, including bus and admission</p> <p>Bus 2 x \$650 = \$1,300.00</p> <p>Museum Trip: 35 tickets x \$16.78 = \$587.30</p> <p>29 children x \$5.00 = \$145.00 <input type="checkbox"/></p>

TOTAL	0	
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## **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.

All parents of new entrants are asked to complete a Home Language Identification Survey (HLIS) and are interviewed in their native language and English to determine if a language other than English is spoken at home. If the HLIS indicates that the home language is a language other than English, the Language Assessment Battery – Revised (LAB-R) will be administered to the student to determine eligibility for bilingual education or ESL services. The LAB-R is scored in school in order to expedite appropriate student placement. In addition, students requiring bilingual education or ESL services are entered on ATS on the Indicator Screen as English Language Learners (ELLs). All new emergency cards reflect the home language along with required contact information. Utilizing data –based information on our population of ELLs, we provide written translation of school letters and notices to meet the needs of our parents. We also provide oral translation at school meetings, including Parent-Teacher conferences, to inform parents about their children's education and explain ways to improve their achievement. Standardized assessments (other than the New York State ELA exam) will be given in the child's native language, if necessary whenever possible. Programs such as Everyday Mathematics for Grades K-5 are available in Spanish in order for parents to assist their children with homework. Parent workshops, conducted by our Parent Coordinator, will provide useful information in a language they understand so we can promote and support student achievement as well as increase parental involvement within the school community. The on-going needs of our English Language Learners and their parents are discussed at LAP (Language Allocation Policy) meetings to ensure that we are deeply committed to improving achievement as well as increasing parental involvement within the school in an effort to support shared parent-school accountability.

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

P. S. 63Q has found that the major languages spoken are Spanish, Bengali, Chinese and Arabic. Notices for school events and workshops are provided for parents who speak a language other than English. Translators are also available at school meetings for these parents. This will help to increase parent involvement and attendance. The number of languages and households speaking these

languages has been tabulated. These numbers are adjusted throughout the school year and used as a base-line when distributing notices. There has been an increase of returned (tear-off) notices and attendance at various school functions, both academic and social. This is an indication that P. S. 63Q's efforts are bearing fruit.

## **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.

Staff members and parent volunteers will provide translation for any letters or notices regarding school meetings and workshops. Orientation for newly enrolled students will take place within the first 10 days of the school year and is on-going throughout the year as children are admitted to the school. Translated notices will be sent home in order to invite parents and translators will be made available at this orientation meeting as well. An informational video is available in English as well as nine other languages for the parents to view at orientation and informational brochures in several languages are given to parents. Translated notices will also be made available for workshops that include topics such as Math curriculum, reading, writing and attendance. The Parent Coordinator, along with the PTA President, will develop a plan for home and school ideas for future meetings. One meeting per month will be held for the entire school year. All notices are provided to translators for immediate translation and distribution.

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.

Staff members and parent volunteers will provide oral interpretation at school meetings and orientations. By increasing parent involvement and attendance at these workshops the academic, social and emotional experience of our students will be enhanced.

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

We have found that as our ELL population becomes more diversified, our need for translators and translation services must become larger, more in step with family needs. The school will meet the requirement of parental notification for translated and interpreted services by posting the written notification in a conspicuous location near the main office, the Parent Coordinator's office and the PTA room. It will also be distributed in letter form to all parents at the beginning of the school year.

**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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$760,414	\$37,472	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,604		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$38,021	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$72,681	*	

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 2009-2010 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-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

General Expectations

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

1. 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.
2. 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(b) of the ESEA.
3. The school will incorporate this parental involvement policy into its school improvement plan.
4. 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.
5. 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.
6. 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 -

- a. that parents play an integral role in assisting their child’s learning.
- b. that parents are encouraged to be actively involved in their child’s education at school
- c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees

d. the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components:

1. P. S. 63Q will take actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of ESEA.
2. P. S. 63Q will take actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA).

7. The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

8. This will include phone calls, notices, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.

The school will incorporate this parental involvement policy into its school improvement plan.

Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. 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.

P. S. 63Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through the following activities:

9. With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA), resource centers, book sales, following directions, reading recipes, etc.).
10. The school will help parents gain access to support services by other agencies, such as health care, Supplemental educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

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:

11. The State's academic content standards  
12. The State's student academic achievement standards  
13. 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.

Parents will be encouraged to attend monthly PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they, too, can attend meetings.

14. Through the efforts of the Parents Coordinator and the PTA President, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Parents will be invited to attend culminating celebrations marking their child's success at the school.

Student of the Month celebrations will be held in conjunction with PTA meetings and Honor's Assemblies will be held in June.

School publications (i.e, pamphlets, newsletters, and letters to parents) will be used to apprise the parents of important upcoming events including testing dates, school events and open school.

The school calendar will be disseminated each month to all parents, one week before the start of the month.

English As A Second Language (ESL) and Computer workshops will be held for parents.

At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations, and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care and financial planning.

Professional Development:

Monthly professional development for parents provided by P. S. 63Q's parent coordinator and teachers. This professional development will focus on school life for students, curriculum standards, assessments and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family, social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students With Disabilities/Professional Development: Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

### III. 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 the joint development of this document. This policy was adopted by P. S. 63Q on June 1, 2009 and will be in effect for the period of one year or until August 30, 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2, 2009.

### IV. Annual Evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's Parent Coordinator and administration.

### V. Discretionary School Parental Involvement Policy Components

As it deems necessary, P. S. 63Q will additionally provide the following:

15. Provide necessary literacy training for parents from Title I, Part A funds;
16. Train parents to enhance the involvement of other parents in order to maximize parental involvement and participation in their children's education, arrange 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. Adopt and implement model approaches to improving parental involvement;
17. Develop appropriate roles for community-based organizations and businesses, in parental involvement activities, and provide other reasonable support for parental involvement activities under Section 1118 as parents may request.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

**School Responsibilities:** P. S. 63Q will:

1. Utilize Balanced Literacy Program along with Everyday Mathematics as a base line for high quality curriculum. P. S. 63Q will integrate this with technology, hands-on Science program, State Standard Social Studies Program and the arts to ensure a well rounded, flowing learning environment.
2. Schedule PTC twice during each school year in November and March. Additional ongoing conferences are held as the request of parent and/or teacher.
3. Provide parents with the following reports on child's progress:
  - \* Report cards distributed at PTC in November and March with final report cards sent home on the last day of school.
  - \* Formal notification regarding possible holdover each November and March.
  - \* Acuity data available to parents as each is provided with a user password.
  - \* ELA, State Math, social Studies and Science scores distributed upon receipt by school.
  - \* Student portfolio always available for parent scrutiny.
  - \* Parent/Teacher requested meetings.

- \* Parent/teacher reports made by phone, e-mail, notes and scheduled appointments.
- 4. As delineated above, parents have access to staff during PTC both formally and informally throughout the school year.
- 5. (a) Provide training for parents to assist and support classroom learning in Learning Leaders; (b) Provide parents to observe and participate in their child's classroom during Open School Week traditionally held in the early Fall and winter of each year. (c) Encourage parents to participate in Publishing Celebrations, Science Fair, class trips, read to the class as a guest reader, assist in classroom projects.
- 6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
- 7. Involve parents in the joint development of any school-wide program plan (for SWP schools), in an organized, ongoing and timely way.
- 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 include 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 his/her child on the State assessment in a least math, language arts, and reading.
- 13. Provide each parent timely notice when his/her 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:

- 18. Monitoring attendance
- 19. Making sure that homework is done.
- 20. Monitoring the amount of television my child watches.
- 21. Volunteering in my child's classroom.
- \* Participating, as appropriate, in decisions relating to my child's education.
- \* Promoting positive use of my child's extracurricular time.
- 22. 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.

23. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School's 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.

## **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.

P.S. 63Q will use disaggregated student results on State and City assessments grades 3-5, Acuity assessments, the WRAP benchmark assessments, the Early Childhood Language Arts System (ECLAS), and multiple classroom level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. This data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Emphasis on "quality first teaching" to ensure that all students, including students with special needs and English Language Learners receive exposure to grade-appropriate, standards-based curricula, using sound instructional strategies, proven methods and have sufficient opportunities to master State content standards.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.



- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.

- o Meet the educational needs of historically underserved populations.



- The use of appropriate instructional materials for English Language Learners (ELL/LEP) and special needs students.

- The use of culturally balanced instruction and student learning.

- o 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.



- Use of available data, including disaggregated State and City assessments grades 3-5, the Acuity Assessments, WRAP benchmark assessments, the Early Childhood Language Arts System (ECLAS), and multiple classroom-level measures, to monitor students' progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support in order to meet State standards.

- o Are consistent with and are designed to implement State and local improvement, if any.



- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.

### 3. Instruction by highly qualified staff.



1. 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.

P.S. 63Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc; support and training for administrators; parent workshops; and specialized training for School Leadership Team member and parent coordinators.

Professional Development for staff will be coordinated in P.S. 63Q by a Professional Development Team, which includes the Principal, Assistant Principals, Literacy and Math Coaches, and Teacher Center specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by team members and private sources to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, Excel, etc.
- Data analysis and using data

- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in, instructional initiatives.
- Parent literacy development (ELL classes computer classes, etc.)
- Parent Coordinator workshops.
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees.
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement in problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction and increased initiatives by parents, leading to improved student results.

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.

□

P.S. 63Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

Strategies to increase parental involvement through means such as family literacy services.

P. S. 63Q will describe in its CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school has hired a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, P.S. 63Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children improve academically.

The District Family Advocate Office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week.

Additional support for P.S. 63Q will be provided by the District, which will promote engagement, provide customer service support and work on special projects to develop and enhance parent involvement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.



**Activities for Teachers :**

- Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.
- Provide many opportunities for children and their parents to become familiar with the Kindergarten setting.
- Give parents accurate information about the skills needed for a child to transition to Kindergarten.
- Demonstrate interest and support to each child's family through phone calls and other personal contacts.
- \* Structure developmentally appropriate classroom practices that promote the Pre-Kindergarten standards.
- Provide opportunities for parents to volunteer in the classroom
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and Kindergarten – programs, workshops, visits to school playgrounds, etc.

- Invite preschool groups to attend certain school activities like celebrations, parades or other special events.

**Activities for School Administrators:**

- Facilitate development of a transition plan for each child which provides for instruction, support, and assistance through the third grade.
  - Enable transfer of each child's preschool records to the elementary school (with parental consent).
  - Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering Kindergarten.
  - Provide a forum for parents to discuss their perceptions and expectations for Kindergarten and elementary school.
  - Provide information about the PTA, which can serve as a link between the parents and the school.
  - Inform parents and families about their rights and responsibilities in the school.
  - Provide parent education workshops.
  - Organize joint in-service training for preschool and Kindergarten teachers.
  - Link families and children with health and social services in the community.

Send school newsletters and calendars

6. Strategies to increase parental involvement through means such as family literacy services.



Teachers will be engaged in ongoing discussions and decision-making processes with the P.S. 63Q Professional Development Team and administrators regarding the use of academic assessments to inform instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.



P.S. 63Q will use disaggregated State and City assessments Grade 3-5, WRAP benchmark assessments, Acuity assessments, the Early Childhood Language Arts System (ECLAS), and multiple classroom level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which student needs additional support in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist student who are experiencing affective domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

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.

The Empowerment Network Leader will work closely with P.S. 63Q to consolidate, coordinate and integrate all allowable Federal, State, and local programs, including Title I, Part A services to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

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.



- 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:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.
- o 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.
- o Are consistent with and are designed to implement State and local improvement, if any.

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.



1. Instruction by highly qualified staff.
2. 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.
3. Strategies to attract high-quality highly qualified teachers to high-need schools.
4. Strategies to increase parental involvement through means such as family literacy services.
5. 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.
6. 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.
7. 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.

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

### **Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
  5. Provide instruction by highly qualified teachers;
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  7. Provide strategies to increase parental involvement; and
  8. Coordinate and integrate Federal, State and local services and programs.

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

3

2. Please describe the services you are planning to provide to the STH population.

P. S. 63Q provides counseling for the child and parent as well as providing transportation for the child to remain in the school. A Metrocard is provided to the child or the school aligns with Board of Education policy regarding busing.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

3

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_27Q063\_102910-144939.doc

## 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

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CEi-PEA</b>	District <b>27</b>	School Number <b>063</b>	School Name <b>Old South School</b>
Principal <b>Diane Marino-Coleman</b>		Assistant Principal <b>Yvonne Wald</b>	
Coach		Coach	
Teacher/Subject Area <b>Ellen Davidson</b>		Guidance Counselor <b>Dale Samilow</b>	
Teacher/Subject Area <b>Yvonne Jetter</b>		Parent <b>Edna Figueroa</b>	
Teacher/Subject Area <b>Linda Genao</b>		Parent Coordinator <b>Yolanda Arroyo</b>	
Related Service Provider <b>JoAnn Cipriano</b>		Other	
Network Leader <b>Althea Serrant</b>		Other	

#### 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	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>1310</b>	Total Number of ELLs	<b>173</b>	ELLs as Share of Total Student Population (%)	<b>13.21%</b>
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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.

#### Part II ELL Identification Process LAP 2010-2011

PS 63 follows the mandated entitlement process and procedures for program placement. A Home Language Identification Survey (HLIS) is completed by parents of all new entrants upon registration. If the school secretary provides the parent with a home language survey in their native language, an ESL teacher along with a bilingual translator perform the informal oral interview in English and in the native language. The HLIS is used to determine eligibility for Lab-R testing. Those students who do not meet the LAB-R cut score for English Language Proficiency are considered English Language Learners (ELLs) and are entitled to services. In addition to the (LAB-R), all Spanish speaking ELLs are administered the Spanish LAB to determine native language proficiency. In the spring of each year, the New York State English as a Second Language Test (NYSESLAT) is administered to all ELLs to determine level of English proficiency. The parents of newly enrolled ELLs are invited to attend a parent orientation within the first ten days of the school year. Bilingual notices are sent accordingly to parents in Spanish, Bengali, Arabic, Punjabi, Polish, Korean, Russian, Urdu and Chinese. Arrangements are made so that bilingual translators are present during the orientation session for translation. During the orientation parents are informed about the programs available to them, as well as school expectations, promotional requirements, and ways to help their children at home. An orientation DVD is also presented to further explain all three types of programs available to help their children become English proficient. The DVD is available in nine languages: English, Spanish, Chinese, Korean, Russian, Haitian, Bengali, Arabic, and Urdu. At these sessions parents complete the Parent Survey and Selection Form indicating their program preference. Parents who do not attend are offered a make-up session to better accommodate their schedule. They are contacted by a follow up phone call in their native language and/or by mail. These procedures are on-going throughout the school year. Parents of students who are continuing in a program from the previous year receive a Continuation Letter. The Parents receive this letter for each year their child is entitled to services. Classroom teachers are given the entitlement letters by the ESL teacher to distribute accordingly. The returned PSF is attached to the HLS and filed in the cumulative folder. A copy of the PSF is kept on file and records are kept by the ESL teachers indicating the students who have a completed PSF. A log is kept recording the names of ELL's and the dates that documentation was provided to ensure that Parent Selection and Survey Forms are completed and returned with the goal of placing students according to the parent program choice. To ensure that all Program Selection forms are returned, parents are notified to return the completed Parent Survey and Selection Form to the school by a letter sent in their home language, or a phone call is made by the ESL teacher, the parent coordinator, or a bilingual translator.

During the parent orientation session, parents are informed about the criteria used and the procedures followed to place identified ELL students. Placement Letters in the native language are sent home to all parents of newly enrolled ELL's indicating their child's score on the LAB-R. The student's score on the LAB-R determines whether their stage of language acquisition is Beginner, Intermediate, or Advanced. All Beginner and Intermediate ELLs receive 360 minutes of instruction and Advanced ELLs receive 180 minutes of instruction in a small group setting as mandated by CR 154. All our ELLs are serviced in a pull-out program.

For the past few years, the trend in parental choice has been predominantly Freestanding English as a Second Language. In 2008, 144 parents chose ESL out of 146 entitled students; in 2009 154 parents chose ESL out of 158 entitled students; and in 2010 161 parents chose ESL out of 169 entitled students, as per Basis.

Parents have continually expressed their support and appreciation for promoting English language proficiency through our ESL Program. The ESL program model offered at our school is aligned with the majority of parent requests. Parents are also informed that a Transitional Bilingual Education (TBE) or Dual Language (DL) class will become available when 15 or more parents of ELL's who share the same Home Language in the same grade or two consecutive grades request it. In the future, if the trend of parent choice changes in the direction of Transitional Bilingual Education or Dual Language, we will make the appropriate program and staff changes to

accommodate the wishes of our parents concerning their program choice in accordance with CR 154.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	6	6	6	6	6	6								36
<b>Total</b>	6	6	6	6	6	6	0	0	0	0	0	0	0	36

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	155	Special Education	30
SIFE	6	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	155	6	23	17	0	7	1	0	0	173
<b>Total</b>	<b>155</b>	<b>6</b>	<b>23</b>	<b>17</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>173</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	21	13	16	16	14								103
Chinese	0	2		1	3	1								7
Russian														0
Bengali	15	8	6	6	3	9								47
Urdu	1	0	1	1	0	0								3
Arabic	1	3	1	5	0	0								10
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other			1											0
<b>TOTAL</b>	<b>40</b>	<b>34</b>	<b>22</b>	<b>29</b>	<b>23</b>	<b>24</b>	<b>0</b>	<b>172</b>						

## 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.

P.S. 63 has a flexible, free standing pull-out P ESL program. Students are grouped both homogeneously and heterogeneously according to the number of instructional minutes each ELL receives. Beginning and Intermediate students are grouped together while Advanced students are grouped separately. Proficiency levels are determined by the NYSESLAT and LAB-R as well as other in-house assessment.

ESL teachers design their programs in line with state mandates to provide both ESL and ELA instructional minutes for ELLs. The ESL program targets language and program objectives in reading, writing, listening and speaking in alignment with curriculum maps. The ESL program follows the core curriculum and students receive intensive instruction through the use of modeling, bridging, contextualization, schema building, text representation and scaffolding techniques.

ESL teachers use appropriate materials and visuals, modified language and scaffolding to make content comprehensible and enrich language development. The ESL teacher also integrates CALP and content instruction, teaches academic language skills and scaffolds to content. Metacognitive strategies such as goal settings, self-evaluation and organization are used to successfully integrate English Language Learners into the mainstream classroom. Some instructional approaches delivered by the ESL teacher, such as vocabulary development through the use of read alouds with discussions, cooperative learning and continuity of instruction aid in the development of language development.

The ELL sub-groups receive differentiated instruction according to their individual needs to enrich language development.

SIFE students receive sheltered English Language instruction that is modified to make the subject matter more comprehensible. An increased use of visuals, collaborative learning activities and demonstrations are made available to SIFE students to develop basic literacy skills while also strengthening academic skills. Explicit instruction is driven through phonemic awareness, phonics, fluency, vocabulary and comprehension to increase student's access to literacy and unify language and content instruction. The SIFE students also receive AIS services in English, Fountas & Pinnell Leveled Literacy Intervention program and are offered the opportunity to attend the Extended Day Program.

ELLs who have been in United States schools for less than three years are instructed with the use of many visual aids (realia), appropriate behavior and language is frequently modeled and demonstrations are performed to ensure comprehension and in-depth understanding of the subject matter. The ESL teacher also adapts and simplifies materials in the text, provides a constant opportunity for cooperative learning, makes connections between the content being taught and student's prior knowledge and experiences to make content comprehensible for newcomers. In addition, these students also participate in the extended day program, Fountas & Pinnell Leveled Literacy and Intervention program, and AIS services in these programs help them to use learning strategies to construct and apply academic knowledge, learn new words, and improve their grammar and writing skills so they can achieve in all content areas.

ELLs who receive services for 4-6 years are taught with clearly defined content and language objectives. The ESL teacher provides meaningful and authentic activities that integrate lesson concepts with language practice opportunities such as letter writing, summarizing and researched-based writings. A variety of methods are used to make content clear – modeling, visuals, demonstrations and gestures. Every opportunity is provided for a comprehensive review of key vocabulary through teaching, reviewing, assessing and re-teaching. They

also receive AIS Math, AIS Reading and are invited to attend the Extended Day Program.

Long Term ELLs require intensive instruction in developing reading, writing, and problem solving skills in order to meet City and State requirements. They are offered a variety of academic intervention services in English. The ESL teacher adapts content to all levels of student proficiency through the use of graphic organizers. Students are grouped to support language and content objectives through pairing and cooperative grouping. A strong focus is placed on testing vocabulary in all content areas and test-taking strategies are taught in order to provide additional support for the New York State exams.

ELLs with special needs are provided with additional support services in reading and math. They participate in ESL instruction as mandated by their IEP's. The instruction that they receive is modified, as needed, depending on their abilities. ESL teachers adapt and simplify materials in order to make it more comprehensible. They are given direct instruction of word meaning, multiple exposure to new words and opportunities to use them on a daily basis. These ELLs also receive additional scaffolding support to enable them to participate fully. They also receive Academic Intervention Services in English to target their individual needs.

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

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

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

**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.



### B. Programming and Scheduling Information--Continued

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

All ELLs in grades K-5 are targeted for Academic Intervention in Reading with Native Language support whenever possible. Students receive differentiated instruction that supplements the general curriculum and barriers are addressed to improve academic performance.

Students are identified to receive AIS Reading services through teacher recommendations and benchmark assessments, such as WRAP. In grades K-2, the ELLs are tested to determine their levels in segmentation fluency, letter recognition and word fluency. ELLs in grades 3-5 are tested to determine their ability to recall facts and details, synthesize information and inferring, and written comprehension is checked as well. ELLs in grades 3-5 are also targeted for Academic Intervention in Math which is taught in English with Native Language support whenever possible.

Students are identified to receive AIS Math services through teacher recommendation while those in fourth and fifth grades are placed based on New York State Math test results as well.

All AIS Reading teachers use learning strategies such as visualizing, re-telling and summarizing, connecting text-to-self or prior knowledge to help ELLs understand text. A strong focus is also placed on developing phonemic awareness identifying sight words, comprehension and word work, reviewing vocabulary as well as many other strategies and methods needed to make content comprehensible and enrich language development. In the testing grades, 3-5, AIS teachers also address test taking skills and strategies.

AIS Math teacher provides ELLs with specialized instruction in Math to help students achieve higher standards as a part of CR Part 154. A strong focus is placed on math vocabulary and taking apart word problems to check for prior knowledge. ELLs also get opportunities to verbally explain how to solve word problems in order to check for complete understanding.

Special Educational Teacher Support Services (SETTS) is another program offered to ELLs in grades K-5 who are two years or more behind and struggling to achieve State standards. ELLs are identified to receive these services through parent referral or referral through the Pupil Personnel Team (Child Study Team). The SETSS teacher remediates deficits in the areas of Reading, Writing, and Math through the use of grade specific vocabulary while integrating all content areas into lessons.

ELLs who have attained proficiency on the NYSLESLAT continue to receive additional support from their classroom teachers. Classroom teachers have been trained in the use of ESL strategies and methodologies. They incorporate these techniques within their daily instructional programs. The ESL and classroom teachers work collaboratively to ensure the continual progress of students. On September 15, 2008, the Board of Regents approved a policy that permits schools to provide testing accommodations on New York

State examinations to former limited English proficient and English Language Learners (ELLs), for up to two years after they achieve proficiency on the NYSESLAT. These students also receive AIS Math and Reading services to help them achieve higher standards in both Reading and Math.

In the upcoming months, P. S. 63Q is planning to implement an after school program to assist ELLs in test taking skills and strategies, developing phonemic awareness, increasing vocabulary in all content areas and assisting in their overall language development.

All ELLs are afforded equal access to supplemental and after school programs. Letters are sent home in their native language and follow-up phone calls are made in their native language as well.

A variety of instructional materials are use to support ESL training. In grades K-2, Award Reading is a comprehensive literacy program which incorporates technology along with evidence-based research and best practices. Wilson "Foundations," Scholastic "AlphaTales," "Word Family Tales," and "Grammar Tales," Hampton-Brown "Phonics and Friends," and a "Leap Frog" are used for those ELLs currently at the Beginning and Intermediate levels. "Visions," High Point," "Write Source," "English at Your Command," "Easy to Read True Stories," and "What a World 1" are used for ELLs at the Intermediate and Advanced levels. Through Rigby, our primary literacy program, the following modalities are being assessed: guided reading, independent reading, spelling and phonics, shared reading, read alouds and modeled writing. "Moving into English" is an on-line program which offers opportunities for independent learning for grades K-5. A very large segment of our ELLs need writing support. "Teaching the Qualities of Writing" by JoAnn Portalupi and Ralph Fletcher affords our third, fourth and fifth grade ELLs with a systematic approach to achieve success in different writing genres. Big Books, leveled libraries, and other supplemental materials are used to provide additional support for all ELLs in grades K-5. "Everyday Math" is used in K-5 and Perfection Learning, "The Language of Math" is used for math instruction in grades 3-5.

All intervention services and resources are age and grade appropriate, used to enhance the level of proficiency of ELLs in all areas and help to bridge the gap for ELLs who are not meeting New York State Standards.

### C. Schools with Dual Language Programs

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

N/A

### D. 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.

### Professional Development and Support for School Staff

The ESL teachers currently provide on-going professional development on the Eight Principles of the Language Allocation Policy (LAP) and its implementation in the larger school community during workshops conducted on Professional Development Days, i.e. Election Day and during grade conferences. New teachers are trained to implement research-based ESL strategies and techniques. Some other topics for professional development may include the new Common Core State Standards (CCSS) and English Language Learners, Stages of Second Language Acquisition, Compliance/Testing, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). In addition, all staff members are informed of professional development opportunities offered through professional organizations such as UFT, SABE, etc. Sign-in sheets and agendas are kept on file for all professional development sessions. Classroom teachers receive a total of 7.5 hours and Special Education teachers and paraprofessionals receive 10 hours of training.

### E. 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?

Our Parent Coordinator evaluates and addresses the needs and concerns of our parents. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Our Parent Coordinator offers English language instruction to parents of English Language Learners. Workbooks and trade books are used to build English language proficiency through real-world situations and experiences. As a culminating activity, a parent trip to Ellis Island provides an excellent opportunity for parents to use English in meaningful ways. Our school, in partnership with a community organization, also provides Nutrition Workshops for parents of ELLs. Guest speakers address a variety of topics which affect the health and well-being of our ELLs. Through our Monthly School Calendar, parents of ELLs are notified of school events, PTA meetings, and the dates of New York State Assessments. Notices for these events are available in their native languages.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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)	20	11	7	5	3	6								52
Intermediate(I)	3	17	9	9	5	6								49
Advanced (A)	17	5	6	7	14	12								61
Total	40	33	22	21	22	24	0	0	0	0	0	0	0	162

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	2	1	0	3							
	I		3	2	3	0	2							
	A		10	7	2	7	5							
	P		14	11	22	12	13							
READING/ WRITING	B		7	6	4	1	5							

	I		15	10	17	5	6							
	A		3	5	7	12	12							
	P		3	1	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	9	4	0	19
5	3	14	1	0	18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4	0	4	0	7	0	4	0	19
5	0	1	10	0	8	2	2	0	23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5	2	10	0	4	1	22
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									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.

#### Part V: Assessment Analysis

Overall performance by ELLs on the Early Childhood Literacy Assessment System (ECLAS-2) shows that the majority of students in first grade performed at expected levels on the Phonics section of the assessment, with fewer students mastering the Reading and Oral Expression section of the test. The majority of students in second and third grade, however, mastered the Reading and Oral Expression and Listening and Writing sections of this assessment. This may indicate that ELLs in first grade have been in the NYC Public School System for a short amount of time and do not have the language or necessary skills to achieve a high level on ECLAS-2 while ELLs in second and third grade obtained the necessary language skills through our ESL program to achieve a higher score on this assessment. This indicates the need for increased scaffolding techniques, targeted differentiated instruction, standards-based instruction, on-going assessment, and Voyager at an early age for ELLs.

Overall performance by ELLs on NYS standardized assessments in English Language Arts and Mathematics indicates that students in grades 3, 4, and 5 at the Advanced level display an increased ability to meet or exceed NYS standards. Beginners were less successful (even on assessments in their Native Language), indicating the need for increased use of scaffolding techniques, targeted differentiated instruction, use of manipulatives, and on-going assessment. There is also an increased need for direct vocabulary instruction (in the content areas) and reading strategies to improve reading comprehension.

An examination of the 2010 NYSESLAT reveals the following patterns. The trend in students taking the NYSESLAT shows most students in grades 1 – 5 achieved Intermediate and Advanced levels on the combined listening, speaking, reading, and writing sections of the test. This indicates that as students remain immersed in the English language classroom, the natural process of acquiring the target language occurs. Program continuity in an English as a Second Language setting is also a contributing factor. However, more programs are needed to develop phonemic awareness in emergent readers, listening and speaking activities, and direct vocabulary instruction (including academic language) to help ELLs achieve English language proficiency. The trend in students taking the NYSESLAT shows that most ELLs in grades 3 – 5 achieved Intermediate and Advanced levels. This indicates that continued focus on standards-based and differentiated instruction using scaffolding techniques is needed to promote English language proficiency. On-going professional development to improve vocabulary and writing instruction for ELLs in all curriculum areas will support the development of the content-specific vocabulary necessary for future academic success. There was an increased number of ELLs who scored at the Proficient level from the previous year. We recommend increased academic intervention for this subgroup.

#### 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

## Part VI: LAP Assurances

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 063 Old South						
<b>District:</b>	27	<b>DBN:</b>	27Q06	<b>School</b>		342700010063	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.4	94.3	93.5
Kindergarten	191	187	227	<b>Student Stability - % of Enrollment:</b>			
Grade 1	209	191	185	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	234	215	202		92.5	93.0	92.9
Grade 3	206	226	220	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	201	215	229	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	221	212	230		64.1	82.7	79.6
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		3	1	2
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		7	9	11
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	16	17	16	<b>Suspensions (OSYD Reporting) - Total Number:</b>			
Total	1278	1263	1309	<i>(As of June 30)</i>	2007-	2008-	2009-
					0	2	6
				Superintendent Suspensions	0	2	1
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		96	91	94
# receiving ESL services only	163	168	TBD	Number of Teachers			
# ELLs with IEPs	7	31	TBD	Number of Administrators and Other Professionals	28	25	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	99.0	100.0	100.0
				% more than 2 years teaching in this school	83.3	84.6	97.9
				% more than 5 years teaching anywhere	61.5	65.9	79.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	89.0	95.7
(As of October 31)	2008-	2009-	2010-	% core classes taught by "highly qualified" teachers	98.9	98.8	100.0
American Indian or Alaska Native	0.2	0.0	0.1				
Black or African American	7.4	7.7	7.3				
Hispanic or Latino	49.3	49.7	52.7				
Asian or Native Hawaiian/Other Pacific	32.6	31.7	31.0				
White	9.9	8.9	8.3				
Male	49.9	50.3	52.1				
Female	50.1	49.7	47.9				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	8	8	1				

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	61.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 27Q063**

*All Title I SWP 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:	760,414	37,472	797,886
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,604	375	7,979
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	38,021	*	
4. Enter the anticipated 10% set-aside for Professional Development:	76,041	*	

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**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **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.
  
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.

3. Instruction by highly qualified staff.

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.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

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.

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

### ***Explanation/Background:***

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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	X			638,748	X	15-19 22
Title I, Part A (ARRA)	Federal	X			37,098	X	15-19 22
Title II, Part A	Federal	X			79,214	X	15-19 22

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	X			30,400	X	26-27
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			5,529,023		