



P.S. 063 AUTHOR'S ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 063 AUTHOR'S ACADEMY
ADDRESS: 1260 FRANKLIN AVENUE
TELEPHONE: 718-589-3058
FAX: 718-589-4917

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010063 **SCHOOL NAME:** P.S. 063 Author's Academy

SCHOOL ADDRESS: 1260 FRANKLIN AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-589-3058 **FAX:** 718-589-4917

SCHOOL CONTACT PERSON: Reinaldo Diaz-Lens **EMAIL ADDRESS:** RDiaz15@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Debontina Adamson

PRINCIPAL: Reinaldo Diaz-Lens

UFT CHAPTER LEADER: Tracie Abrigo

PARENTS' ASSOCIATION PRESIDENT: Tanisha Carey

STUDENT REPRESENTATIVE:
(Required for high schools) None

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

SUPERINTENDENT: DOLORES ESPOSITO

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
Reinaldo Diaz-Lens	Principal	Electronic Signature Approved.
Tracie Abrigo	UFT Chapter Leader	Comments: yes
Melody Perez	Parent	
Amanda Paredes	UFT Member	
Clariza Tavaréz	UFT Member	
Maritza Tossas	DC 37 Representative	
Sweeny Batista	Parent	
Latoya Coffey	Parent	Comments: yes
Tanisha Carey	Title I Parent Representative	Comments: yes
Linda Williams	PA/PTA President or Designated Co-President	

* 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.

EDUCATION IS THE SAFEST INVESTMENT FOR THE FUTURE! At Authors' Academy, we are dedicated to establishing a school community in which all of its members learn and teach in the spirit of collaboration and cooperation. Our goal is to create a school where all children can achieve their full potential – to this end, we encourage our students, parents, and staff to collaborate and build a true learning community. We honor our diversity and strive to nurture tolerance and respect for self and others.

Our curriculum facilitates learning by providing relevant, multidimensional learning experiences with special emphases on the processes of mathematics, science, technology, and the arts. Through our coordinated efforts and joint partnerships with outside collaborators and parents, we offer Balanced Literacy - a rich curriculum that is embedded in the core subject areas; a comprehensive mathematics and science program that combines the essential elements of computation, concept, and application; and enrichment in the arts (music, dance, and visual arts).

All the core subjects follow a three-tier framework: teacher directed, guided practice, and independent practice. This framework acknowledges that all children do not learn the same way and provides substantial support to each learner. There is also a team of academic intervention specialists (AIS providers) who work with small groups of students, no more than six, to accelerate their instructional level. Their goal is to optimize discovery learning, hands-on and real world experiences, and the reading and writing of authentic text during small group instruction. We embrace the support of our wider communities and invite them to help enrich our educational experience. In addition, all staff members provide targeted instruction to small groups of students during the extended school program. We are a school dedicated to meeting the needs of all our students and work tirelessly to ensure that all students will be prepared to meet and exceed city and state standards.

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 Author's Academy								
District:		9	DBN #:		09X063	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" 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*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		18	18	36			91.2	93.6	TBD	
Kindergarten		93	81	108						
Grade 1		83	100	98	Student Stability - % of Enrollment:					
Grade 2		93	81	102	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		81	78	70			84.3	89.84	TBD	
Grade 4		67	80	65						
Grade 5		55	73	71	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			91.3	90.4	95.7	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			13	53	TBD	
Grade 12		0	0	0						
Ungraded		0	1	2	Recent Immigrants - Total Number:					
Total		490	512	552	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							12	8	9	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		24	25	24	Principal Suspensions		48	40	TBD	
# in Collaborative Team Teaching (CTT) Classes		30	35	47	Superintendent Suspensions		8	11	TBD	
Number all others		32	32	27						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		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	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	139	128	122	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	11	31	Number of Teachers	47	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(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	100	100	TBD
				% more than 2 years teaching in this school	61.7	51.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	53.2	44.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	77	68	TBD
American Indian or Alaska Native	0	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	93.8	TBD
Black or African American	38.8	40.2	40				
Hispanic or Latino	60.2	58.2	58.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.6	0.2				
White	0.6	0.4	0				
Multi-racial							
Male	52.2	48.2	48.2				
Female	47.8	51.8	51.8				
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							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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:							
Elementary/Middle Level				Secondary Level			
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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	87.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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.

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

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?

As a school we continue to make strides in addressing the needs of all our students. According to the ELA achievement data, the overall percentage of third, fourth and fifth grade students scoring at levels 3 and 4 on the NYS ELA examination was 50.5%. Though this was a slight decrease from previous years, we out-performed both the district and the city. Our Progress Report also indicates that although we continue to close the gap between our ELLs, Special Education population and the general education students, there continues to be a small gap. As a result, we realize that we must create a clear plan of action to support all students, especially the ELLs and Special Education students in making adequate yearly progress.

In an effort to continue supporting all students, so that everyone is achieving or meeting the appropriate Common Core grade standards the school will continue to implement the following initiatives:

1. Professional Development – Differentiated Instruction

Theory of Focus - Vygotsky (1978), the learner must be in a state of readiness, recognizing the purpose of any activity, and being supported in building cognitive muscles

2. Professional Development – Problem of Practice “Writing Instruction” (Our data showed that though our students scored high on the multiple choice responses, they preformed less favorably on the constructed response and the editing sections of the NY ELA examination.)

Theory of Focus- Teaching students how to read like writers. Use appropriate mentor texts to teach comprehension, organization, revision and editing skills in an authentic context.

- Extended Programs – After School and Saturday Academic **small group** programs with a focus on the instructional practices being used to support the student's learning
- Provide daily academic intervention services by specialists to facilitate small group instruction from Pre-K through Grade 5
- Provide other support services including counseling for students who require these interventions to perform at their highest level
- Provide two AUSSIE consultants to work intensively with teachers across the different grades
- Collaborate with the United Federation of Teachers/ Teacher Center and the Network Literacy, ESL, and Special Education Specialists in supporting teachers both in and outside of school
- Provide resources for each unit of study

- Use the Inquiry Team members as a resource in supporting teachers across the grades to refine their practice

Although we also saw a decline in our mathematics scores, we still out-performed the district, peer horizon schools, and the city. According to achievement data, the overall percentage of third, fourth, and fifth grade students scoring at levels 3 and 4 on the NYS Mathematics examination was 70%. Our Progress Report Card also indicates that the Special Education students in third and fourth grade scored significantly lower than General Education students. After careful analysis of the data and the existing programs, we have decided to continue with the same initiatives with the exception of now looking closely at the instructional data to determine how to best support all the teachers.

To address the students who have not achieved mastery we will continue to implement the following initiatives:

Extended Programs – After School and Saturday Academic **small group** programs with a focus on the instructional practices being used to support the student’s learning

Professional Development – Problem of Practice “Instruction” (The math coach along with the math specialist from the Network will analyze the instructional data and provide professional development for identified teachers in improving their practice.

Social Studies Data

Student performance on the Social Studies state examination continues to improve. Progress Report

PS 63 has received an “A” two consecutive years on our School Report Card. However, we received a “B” for the 2010-2011 school year. The data shows the school has demonstrated significant increases in all categories within the Progress Report except for the area of “Additional Credit.” Though we have out-performed the district and the city, we failed to make adequate growth in academic progress in both literacy and math. As a result, the math coach, the literacy coach with other members of the professional development team, administrators, and the Network specialists have since implemented a number of initiatives to support all classroom teachers and AIS providers. There are monthly meetings around the data (item analyses) end of unit assessments, conference notes, and student work to plan for small group instruction (differentiation). The focus of these sessions is to ensure that previous skills, strategies, and challenging concepts are reviewed within the present unit (spiral review). There are also content specific workshops before the start of each unit of study to support teachers with the new content. The meeting allows the teachers to explore the different strategies and tools they can utilize for each of these specific content based on the needs of their students. Finally, the math and literacy coach are always available to work with individual teachers with planning and execution of individual lessons.

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"/> 1. By the end of June 2010 - 2011 school year, there will be an increase in the number of students making one year progress by 6.3% resulting in 75% of our students scoring at or above grade level as measured by the NYS ELA.	<input type="checkbox"/> Accelerate the number of students showing growth per school year.
<input type="checkbox"/> 2. By June 2011, 90% of all students in K through grade 5 will meet or exceed the NYS science standards as measured by the FOSS assessment and each end of unit projects.	<input type="checkbox"/> Provide students with an opportunity to learn science concepts and skills through a hands-on approach.
<input type="checkbox"/> 3. By the end of June 2010-2011 school year, the number of ELL students scoring levels 1 and 2 will decrease by 10% resulting in 62% of all ELL students in grades 3-5 scoring at or above grade level as measured by the NYS ELA.	<input type="checkbox"/> Providing differentiated instruction that targets students' level of language acquisition
<input type="checkbox"/> 4. By the end of the June 2010-2011 school year, the number of Special Education students scoring at level 1 and 2 on the NYS ELA will be reduced to less than 10% resulting in more than 50% of the special education students in grade 3-5 meeting or exceeding the NYS ELA standards.	<input type="checkbox"/> Increase Special Education students' proficiency level
<input type="checkbox"/> 5. By the end of June 2010-2011 school year, all classroom teachers and AIS providers will participate in a series of professional development around understanding the Common Core Standards, and learning how to best align the curriculum with these new standards.	<input type="checkbox"/> Professional development around aligning the curriculum with the Core Common Standards.

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>1. By the end of June 2010 - 2011 school year, there will be an increase in the number of students making one year progress by 6.3% resulting in 75% of our students scoring at or above grade level as measured by the NYS ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Continued implementation of the Balanced Literacy Model Approach, to literacy instruction by all classroom teachers and push-in guided reading support staff. [September- June] • Provide professional development for teachers around reading comprehension strategies. [September-June] • Provide Tier I, Tier II, and Tier III RTI services for students at risk. [September – June] • Implement the Gradual Release Approach in Saturday Academy to support students performing at levels 1 and 2. [January – May] • Mandated after school instruction for all students in grades 3-5 • Maintain smaller class size in grades 4 and 5.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/></p> <p>Used C4E to reduce class size in grades 4 and 5. Partially funded(1.5) a special education teacher using C4E funds. Title 1 funds will purchase a consultant to provide professional development for teachers. Title 1 funds used to fund two coaches; 1 Literacy, 1 Math. Fair Student Funding used to provide 4 AIS teachers. Fair Student Funding and FSF General Hold Harmless funding will be used for After school program. Early class size reduction funds(state) will be used to fund classroom teachers. DRA stabilization monies will be used to fund classroom teachers. Title II A supplemental will be used to fund one cluster teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Fountas and Pinnell 6 week assessment. [Grades K-5] • Daily and weekly conferences with students/conference notes • Periodic assessments • End of unit chapter test [5 – 6 weeks] • End of unit cumulative projects • Portfolio assessments

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>2. By June 2011, 90% of all students in K through grade 5 will meet or exceed the NYS science standards as measured by the FOSS assessment and each end of unit projects.</p>
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<p>Action Plan <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><input type="checkbox"/></p> <p>Provide professional development to all classroom teachers on the inquiry approach method using the FOSS modules [November – June] Align the Scott-Foresman Addison Wesley science curriculum to the FOSS hands on units of study. [September – June] Host a spring science fair [May 2011] Provide Science enrichment club [November –June]</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/></p> <p>Fair Student Funding and EGCSR State Funds used for 1 science cluster position.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Scott Foresman-Addison Wesley end of chapter assessment Science projects displayed by the enrichment club Science fair celebration Projected increase on the grade 4 End of unit projects</p>

Subject Area
(where relevant) :

English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>3. By the end of June 2010-2011 school year, the number of ELL students scoring levels 1 and 2 will decrease by 10% resulting in 62% of all ELL students in grades 3-5 scoring at or above grade level as measured by the NYS ELA.</p>
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<p>Action Plan <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><input type="checkbox"/></p> <ul style="list-style-type: none"> Disaggregation of data using the NYSELAT examination to determine data trends. [September –November] Disaggregation of data using 2009 ELA data [September-Ongoing] Targeted instruction to reflect students' need. [September- As needed] Member(s) from the School Inquiry Team will provide professional development during grade meeting in order to address concerns that are applicable to all grades as identified by the team. [September – June] Administrators and coaches support the work around vocabulary development and comprehension [Weekly – September – June] AIS staff provides targeted instruction for at risk students. [Daily September – June] Monthly participation of staff members at professional development sessions. [ELL NSS] Implementation of Imagine Learning English for all students testing at the beginning stage of the NYSELAT exam. [One ESL teacher November – June]
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/></p> <ul style="list-style-type: none"> Funded 2 ESL teachers using Fair Student Funding. Title III funds used to support after school intervention program Title III funds used to support ESL program Title III funds used to provide professional development for teachers. Children First funds used to disaggregate data after school
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Predictive assessment Formal and informal classroom assessments Running records/ conference notes Portfolio assessments Classwork

Subject Area
 (where relevant) :

Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>4. By the end of the June 2010-2011 school year, the number of Special Education students scoring at level 1 and 2 on the NYS ELA will be reduced to less than 10% resulting in more than 50% of the special education students in grade 3-5 meeting or exceeding the NYS ELA standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Identify students eligible for mainstreaming during the literacy block. • Provide all Special Education teachers time during the school year to discuss and plan for these students • Provide in-class support with push-in Guided Reading teachers with appropriate modification. • Small group instruction, based on students needs, during the extended day program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Fair Student Funding used to fund several teacher positions • partially funded 1.5 teacher position using C4E funds • Fair Student Funding used to support the before school intervention program.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Predictive assessment Formal and informal classroom assessments Running records/ conference notes Daily and weekly conference notes Portfolio assessments Fountas and Pinnell 6 week assessment

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>5. By the end of June 2010-2011 school year, all classroom teachers and AIS providers will participate in a series of professional development around understanding the Common Core Standards, and learning how to best align the curriculum with these new standards.</p>
<p>Action Plan <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><input type="checkbox"/></p> <p>Provide professional development for teachers in analyzing, interpreting, and identifying the implications of the new standards in the classroom [June 2010 – June 2011] Aligning the curriculum with the new Common Core Standards Establish lab sites UFTTC/literacy coach, math coach, administrators Professional development opportunities provided by CFN 2.09 Daily walk-throughs by administrators</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/></p> <p>Title 1 SWP funds used to purchase one AUSSIE coach and two in school coaches; 1 Literacy and 1 Math.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Professional development should be evident in the classroom and reflective of the work that the students are doing. [weekly] Results of student's formal and informal assessments. Student portfolios Goal setting session with teachers Weekly grade meetings Weekly debriefing sessions with administrators and coaches</p>

	Formal and informal observations conducted by the administrators
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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	15	8	N/A	N/A	4		6	6
1	18	12	N/A	N/A	7		7	8
2	18	13	N/A	N/A	10		17	10
3	16	8	N/A	N/A	16		23	15
4	15	8	8		15		18	9
5	17	7		8	18		19	8
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>We will continue to provide AIS support for all the students who are not meeting the Common Core State Standards through differentiated instruction: guided reading workshops, small group instruction, individual conferences, and providing developmentally appropriate materials for all students.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Students performing at Levels 1 and 2 will be targeted to receive differentiated instruction. Using a pull out model, these “hot list” students will receive instruction in their areas of deficiency. The learning goals will be used to identify the students’ specific areas of weakness. These students will be periodically assessed in order to monitor their progress. In the Scott Foresman and Addison Wesley curriculum, there are end of the Unit assessment learning goals teachers can use to evaluate their students’ progress. Teachers also use predictive assessments to provide focused instruction.</p> <p>Our model for after-school-instruction will continue. The “hot list” students will work with teachers in small groups after school. This instruction will be targeted to fit their needs identified through the individual progress reports resulting from the end of each Unit. Assessment will be on-going, through student observation, periodic assessments and teacher created tests.</p>
<p>Science:</p>	<p><input type="checkbox"/> Students in Grade 4 performing at levels 1 and 2 are targeted for small group instruction during the 37 1/2 minutes extended school day. In addition, these students are also given extra support (through differentiated instruction) during content specific instruction. Teachers and AIS providers rely on the data to ensure that they are teaching to the needs of the students as a means of elevating their proficiency level.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Students in Grade 5 performing at levels 1 and 2 are targeted for small group instruction during the 37 1/2 minutes extended school day. In addition, these students are also given extra support (through differentiated instruction) during content specific instruction. Teachers and AIS providers rely on the data to ensure that they are teaching to the needs of the students as a means of elevating their proficiency level.</p>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Continued use of behavior modification techniques learned through the <u>Don't Laugh at Me</u> curriculum will decrease the incidents of bullying resulting in less suspensions in 2010 - 2011.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The School Psychologist services multiple schools. Her schedule does not allow for one on one counseling sessions.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline, and learning how to solve peer conflicts
At-risk Health-related Services:	<input type="checkbox"/> Healthy eating is addressed and enforced during breakfast and lunch by Lunchroom Aides. In the school year 2010- 2011. The NYC mandated Nutrition Committee, comprised of both students and staff, will further address the nutritional needs of our students.

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)

PreK -5

Number of Students to be Served:

LEP 127 students

Non-LEP N/A

Number of Teachers 7 teachers

Other Staff (Specify) N/A

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.

P.S. 63 will use Title III funds to enhance the academic performance of ELLs in K-5 for the Before School Program. The program will focus on, literacy and math skills with an emphasis on language development. Three certified ESL teachers and one certified Bilingual teacher will provide small group instruction two-three days per week. Each teacher will work with a small group of ELLs from K-5 who are not meeting grade level standards or have remained at the same NYSESLAT proficiency level for two or more years. Teachers will use a wide variety of programs such as: Building Literacy, Imagine Learning English computer program, Foundations, Reader's Theater, and Avenues. Each teacher will plan instruction to meet the needs of their students.

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.

Professional development (PD) is held in high regard by ELL teachers at PS 63. They participate in ongoing staff development workshops with a strong emphasis on the state learning standards and differentiated academic language development strategies. The professional development workshops and study groups are closely aligned with the school's literacy goals, which are directly taken from the NYS standards. The monthly workshop is a forum for ELL teachers to share best practices. There is also an opportunity for teachers to revisit school goals and brainstorm ideas for making the goals accessible and relevant to our ELL learners. The ELL teachers also attend scheduled ELL workshops provided by CFN 209. The basis of the workshops is to help teachers build their repertoire of instructional strategies for comprehension instruction with a focus on unpacking the text. The teachers also get an opportunity to plan purposeful, quality instruction. The ELL teachers are also given the option to attend the NYS TESOL Annual Conference on Critical Literacy for the ELL Learners.

Section III. Title III Budget

—

School: P.S X63

BEDS Code: 320900010063

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$20,890.00	<input type="checkbox"/> A portion of the \$20,890.00 is set aside for the following expenditures: <ul style="list-style-type: none"> • Professional Development through various venues • Parent workshops • Per-session for four teachers for 60 sessions • Instructional materials and supplies
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$600.000	<input type="checkbox"/> \$6000.00 is set aside for the following expenditures: <ul style="list-style-type: none"> • Text books -Avenues (Anthology of rich literature designed for ELLs) • Interactive Read Alouds • Guided reading text • Professional Development books for in school study group
Educational Software (Object Code 199)	\$8,000.00	<input type="checkbox"/> \$8000.00 is set aside for the following expenditure:

		<ul style="list-style-type: none"> Imagine Learning Software to support 48 students.
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> \$6,290.00 Text books/ReadAlouds/GuidedReadingText/ Professional Development Books/ Mentor Text. Description Above \$6,000.00 Imagine Learning \$8,000.00 Teacher Per session \$6,000.00 Professional development Workshops \$600.00
TOTAL	0	

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.



Parent participation at school workshops, Parent Association Meetings, and Parent-Teacher conferences, surveys and discussions with parents provide us with the data to determine our school's written translation and oral interpretation needs.

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



All formal communication is available in both Spanish and English. Letters written by teachers are translated into Spanish by staff members fluent in Spanish. Parents are aware that translation services are provided for them in their native language by school personnel. We also take into account the needs of parents and guardians that speak languages other than Spanish and English. We have several teachers who speak several other languages. We also depend on the DOE translation unit to support us in ensuring that all communication is made available to our school community.

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.



The school will continue to provide in house translation services through the aid of the bilingual staff including teachers and family workers. In addition all formal communication from the school, region, and central offices will be translated and available for parents and staff.

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.

The oral interpretation services are also provided by various members of the staff including teachers, family workers, the school based support team, social workers, and school aides. These staff members are available throughout the day to fulfill daily translation needs, but will also be available during parent workshops, P.T.A. meetings, parent teacher nights, and other events.

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>.

All formal communication documents will be placed in a well labeled location in the main office. At this location, parents whose primary language is a covered language will be given written notification of their rights regarding translation and interpretation services.

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:	\$568,707.00	\$137,961.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,687.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,435.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$56,870.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
We anticipate a minimum of 96% or better of Highly Qualified staff members during the 2010-2011 school year.

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.

Our SSO, AUSSIE consultants, UFT Teacher Center Literacy Coach, Math Coach, and individual mentors will provide ongoing professional development. The administration will also meet with identified staff members to ensure that they are in the process of obtaining appropriate credential to be fully certified and highly qualified to instruct our students. Monies will be allocated in order to support staff members with any monetary hardship.

* 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.

PS 63 Parent Involvement Policy

Goal(s)

- ✓ To ensure communication with our student’s families about school programs, student progress, and school goals through effective avenues.

Objective(s)

- ✓ To increase parental involvement in the education process
- ✓ To develop specific strategies to better utilize parents as partners in their children’s education.

Parental involvement is central to the mission and goals of our school and the success of our students. In order to keep families abreast of their children's academic learning, both in core and enrichment programs, PS 63 has created a monthly newsletter. This newsletter is also used twice annually as a vehicle to reiterate the school goals.

We plan to create and maintain a parent-friendly bilingual website where school documents such as the school goals are posted. Our website will also provide parents with access to PS 63's curriculum and other pertinent information related to school-wide issues. The UFT/TC Literacy Coach, with the assistance from the UFT Chapter leader, will create a parent-friendly website by November 1, 2010.

In an effort to establish practices that will allow us to reach out to PS 63's families in a more timely and inviting manner, we will redefine our relationship with them by conducting monthly Parent workshop. These workshops will be designed to encourage dialogue among families, administrators, and other staff members about supporting/reinforcing children's learning at home. We will continue to investigate the possibility of increasing a cadre of parents Volunteers, to support our school as it strives to achieve its goals. The Parent Coordinator will recruit families and train parents to volunteer for different programs. The PA president with support from the parent coordinator, will conduct, "Second Cup of Coffee" monthly where families and staff members have conversations on the issues.

Evidence

- ✓ Ensure that at least 75%-80% of our families respond to the 2010-2011 school's survey.
- ✓ Minimum 70% of the families being able to articulate the goals of the school.

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.

To be distributed to all parents September 13, 2010

Research has shown that when parents are actively involved in their children's education, the children tend to perform at higher levels. No school is sufficient unto itself. The input of every member of the school community is vital to its efficient function. As a result, PS 63 and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

PS 63 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards.
- Hold parent-teacher conferences to discuss individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff. Parents will be able to call and make appointments to meet with them during school hours.
- Provide parents opportunities to volunteer and participate in their child's class by attending school functions, such as progress report conferences, class book publishing, and poetry festival.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan in an organized, ongoing, and timely way.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- 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.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Respect cultural, racial, and ethnic differences.
- Recognize the individuality of each child.

Parents Responsibilities

- We, as parents, will support our children's learning in the following ways:
- Monitoring attendance.
- Make sure that his/her child arrives to school on time everyday.
- Make sure that his/her child is picked up from school on time everyday.
- Look over homework assignments to check that the assignments were understood and completed.
- Encourage positive attitude towards school.
- Attend parent-teacher conferences
- Discourage inappropriate behavior in and outside of school.
- Network with other parents
- Monitoring amount of television their children watch.
- Participating in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities:

- Ask questions for clarity on homework assignments and class-work.
- Take home materials and information needed to complete the assignments.
- Complete homework in a thorough, legible and timely manner.
- Return signed homework form.
- Attend school regularly
- Respect the personal rights and property of others.

- Be respectful to all members of the school community.
- Respect and honor school rules
- Learn to read and write fluently
- Take care of all books and school supplies
- Read a least one book per week
- Know your multiplication by the end of grade three
- Be able to write legible and neatly by the end of grade two.

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.



Our school's comprehensive needs assessment indicates that our students in the Early Childhood grades are making progress as indicated by the Fountas and Pinnell Assessment, Scott Foresman and Addison Wesley Math end of unit assessments.

2. Schoolwide reform strategies that:

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



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.

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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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.

Before/After school and summer school programs are available to all our students especially the students who are identified as being at risk.

o Help provide an enriched and accelerated curriculum.

- Balanced Literacy
- Investigative Science Program
- Inquiry Based Social Studies Units
- Inquiry Based Math Program

o Meet the educational needs of historically underserved populations.

Design an inquiry based curriculum that improve the quality and content of the core academic areas. Students are asked to apply new knowledge in a multifaceted ways.

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.

- Small Group Instruction with AIS providers
- WHEDCO -- After-school program offers rich curriculum including visual art, music, and dance
- Differentiated Instruction

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

Using data to ensure that students are meeting their learning targets.

3. Instruction by highly qualified staff.

97% of the staff are highly qualified or in the process of becoming so according to the BEDS Survey.

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.

Maintaining an on – going professional development team, attending workshops, seminars and conferences that address best practices and instruction.

Encourage and develop professional learning of new staff in terms of understanding the New York State standards; plan and implement standard based lessons using the standards to evaluate student work, creating rubrics reflective of NYS and NYC standards for use by students and teachers.

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

-Recruit motivated, bright prospective teachers

-Attract qualified teachers by attending various job fairs throughout the city

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

Parents will be notified via news letters and parent meetings. The parent coordinator and the administrators will also conduct parent meetings to convey the information to the parents in various languages.

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.

Kindergarten and first grade students entering P.S. 63 in September 2010 will be given an assessment to evaluate their levels of phonemic awareness, letter and number recognition, name recognition and writing skills. We will use this assessment to differentiate learning experiences and to create balanced heterogeneous groupings.

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.

Data analysis meetings are held regularly with classroom teachers, coaches, AIS staff and administrators. During these meetings individual student growth is measured. Students that demonstrate difficulty in meeting grade level benchmarks are closely monitored. These students will receive AIS services. The classroom teacher and the AIS provider then meet monthly to discuss students' progress.

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.

Students that demonstrate difficulty in meeting their grade benchmarks are closely monitored. These students will receive AIS services. The classroom teacher and the AIS provider then meet monthly to discuss students' progress.

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.

All students in grades three and four will receive the CAPPS workshop emphasizing personal safety techniques while introducing the concept of child abuse and neglect. The Don't Laugh at Me anti – bullying curriculum will be presented to all students to decrease the incidents of bullying within the school community.

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" ¹ 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 ² 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)
Title I, Part A (ARRA)	State	Yes			137,961.00	True	Part C Title 1 ARRA SWP
C4E	Federal	Yes			92,563.00	True	C4E section 4 Special education teachers.
Tax Levy	Federal	Yes			2,775,250.00	True	CEP section 4

Title II	Federal	Yes			110,370.00	True	CEP section 4
Title III	Federal	Yes			Pending funding	True	CEP section 3

¹**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.

²**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>

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.)
A of November 4, 2010, there are 17 STH
2. Please describe the services you are planning to provide to the STH population. Students that are identified as at risk receive AIS services and support. These students are also referred to the Community Based Organization that services our school and receive afterschool services from them. In addition, parents of these students have access to a lending library to support students academically. STH are also exempt from trip and activity fees. Parents are encouraged to participate with their child at no cost to them.

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).

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_09X063_020411-121028.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	District 09	School Number 063	School Name Authors' Academy
Principal Reinaldo Diaz-Lens	Assistant Principal B. Headley/P. Berkofsky		
Coach D. Belderes	Coach C. Lothian		
Teacher/Subject Area A. Suarez/ ESL	Guidance Counselor type here		
Teacher/Subject Area type here	Parent type here		
Teacher/Subject Area type here	Parent Coordinator type here		
Related Service Provider type here	Other type here		
Network Leader type here	Other type here		

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	7	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	599	Total Number of ELLs	127	ELLs as Share of Total Student Population (%)	21.20%
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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

1. Upon enrollment at P.S. 63, parents complete the Home Language Survey for their child. The parent will complete the form and indicate if there is another language besides English spoken in the home. If it is found that the child's only language is English, the student is placed in a general education program. If the student speaks another language other than English an informal interview is conducted by the out of classroom ESL teachers or the principal with the parent/guardian. The informal interview is conducted in English unless the parent is unable to speak the language. Otherwise, the informal interview is given in Spanish. If there is yet another language, we do all that we can to find a translator for the parent. Together the translator and the ESL teacher are then able to conduct the informal interview. After collecting information from the informal interview, the Assessment Battery-Revised (LAB-R) will be administered. If the student is unable to take the test in English and speaks only Spanish, the Spanish-LAB is administered. The student's score of Beginning, Intermediate, or Advanced tells us if the student is entitled to receive ESL services. The out of classroom teachers administer the LAB-R and Spanish LAB within the first ten days of admission to our school. This information is then collected and shared with classroom teachers, in order to help them with their planning.

*In the Spring, all English Language Learners are given the (NYSESLAT) New York State English as a Second Language Achievement Test. This test is used to measure how well our students are learning English. This assessment is useful for teachers because it tests the four modalities of Speaking, Listening, Reading, and Writing. Out of classroom teachers along with the test coordinator are responsible for the NYSESLAT testing in our school. Prior to testing students, a detailed testing schedule is created by the ESL teachers and testing coordinator. This schedule includes all modalities used in assessing ELLs. We begin with the speaking test, which is done one on one. The Listening, Reading, and Writing then follow. The schedules are distributed in advance, so teachers are aware of any schedule and room changes. Teacher schedules are adjusted so there are two test proctors present during the test. We also complete the testing and any makeups within the testing window given. We ensure that all ELLs complete the four parts of the test in order for their scores to be valid. If by chance a student is at another school due to a suspension, we communicate with the ESL teacher/coordinator at that school to be certain the student will be tested. This has happened within the last five years, with two of our students. We make accommodations necessary for tests to be completed by all ELLs.

*We are committed to have parents of our English Language Learners understand the three program choices available to their children. Parents are invited to several orientation meetings scheduled throughout the school year. Our initial meeting is scheduled for the beginning of the school year, after having determined who our English Language Learners are in September. Additional orientation meetings are held later on for the parents of newly admitted ELLs. For the 2010-2011 school-year, there are a total of four orientation meetings for parents. Two are morning meetings and two are in the evening. We try to accommodate parent schedules as much as possible in order to distribute the necessary information pertaining to their child.

*During our orientation meetings we show the video for parents of English Language Learners. This helps many of them better understand the purpose of our meeting and their right in choosing a particular program for their child. We continue this conversation around the various programs available, such as Bilingual, Dual Language, and Freestanding ESL. We explain the program P.S. 63 offers. We provide information about our self-contained ESL classrooms as well as the push-in and pull-out program. The meeting is conducted in English and translation is provided in Spanish. There have been two occasions where we needed French translation, and

that was provided by one of our ESL teachers. We aim to give our parents a very clear picture of their options and support their program of choice. In our school parents continue to opt for our "Freestanding English as a Second Language" program. Any additional questions parents may have are addressed throughout and at the end of the meeting.

*Once parents have chosen a program, entitlement letters and parent surveys are distributed to parents. We send the letters out to parents. We have also distributed them at parent workshops and report card night. We keep a sign-in sheet for parents who receive the entitlement letter during a meeting or report card night. The sign-in sheet has also been helpful to know the ELL parents that have attended school meetings or workshops, and so they are aware that their child is being provided with the specified language services. We also discuss with parents the purpose of the entitlement letters that are distributed.

Besides providing information on our ESL program, we advise our parents on how to support their child when home. We provide simple strategies during this first meeting that they are able to use with their child at home to support their child's education. This additional piece to the orientation meeting has been quite helpful in the last few years in motivating parents to stay involved in their child's education. The parent feedback during our orientation meeting has prompted us to hold additional parent workshops conducted by various ESL teachers to provide information about resources around the community, practical strategies they can use with their children, and information on the yearly expectations.

When we have parents that do not attend the orientation meeting, the necessary forms are provided on report card night. In order to make the distribution and completion of these documents easier for classroom teachers and parents, teachers are given instructions and written directions are provided in English and Spanish for parents.

The parents of our ELL students have expressed satisfaction with the ESL program we have in place at P.S. 63. The overall majority of parents choose English as a Second Language as their program choice. However we do have parents, who need further explanation about why their child has been identified as needing language services. Further clarification is provided to these parents so they understand how their child was identified as an ELL and why their child is entitled to language services. Parents show satisfaction in our ESL program as well as the efforts our ESL teachers make to communicate with them, despite any language barrier. The ESL teachers in our school have a good working relationship with most parents. We have parents that Nonetheless, we continue to work at making communication better with our ELL parents and families. This is to further support the language acquisition of our ELLs.

INCOMPLETE

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-	1	1	1	0	1	0								4

Contained														
Push-In	1			1										2
Total	2	1	1	1	1	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	36
SIFE	2	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	6

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	97	2	9	27	0	24	3	0	3	127
Total	97	2	9	27	0	24	3	0	3	127

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	26	19	16	21	14	17								113
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French	1		1		1									3
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other	4	2	0	1	1	2								10
TOTAL	32	21	17	22	16	19	0	127						

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.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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

1-14 Programming and Scheduling Information

P.S. 63, has four self-contained ESL classes (Kindergarten, First grade, Second Grade, and Fourth grade) and two ESL teachers who follow the push-in/pull-out model. The teachers in the self contained ESL classrooms follow the school's standards based curriculum for Reading and Math. P.S. 63 implements, a genre driven, theme based literacy program, where the workshop model is followed and specific ESL strategies are used throughout instruction. There is a language focus embedded in the mini lessons, during guided and shared reading. Teachers also embed the language work throughout "teacher talk". The differentiating is evident in the end product of the unit study. Teachers will differentiate accordingly for those students that are newcomers. This may entail a shorter piece of writing to go along with a visual. Teachers also choose the mentored texts for the unit. This allows them to choose texts with strong supportive structures that are useful to their ELLs. In addition, they are able to choose texts that their students can enjoy by using prior knowledge. Fountas and Pinnell phonics lessons comprise the word study portion of the curriculum focusing on phonemic awareness, phonics, and spelling. Students also participate in small group literacy centers and listening centers that are differentiated to target the needs of ELL students.

The Math program at P.S. 63 also follows the workshop model. Various materials are used such as textbooks, workbooks, and a resource kit from Scott Foresman for teachers to use. The resource kit contains the math text and assessment materials in Spanish for the Spanish-speaking newcomers. The use of a math word wall and manipulatives in the classroom help to support instruction for the ELLs. Teachers will add a language objective to their math lessons, since the subject relies heavily on vocabulary terms. This is done continuously throughout the year in order to build upon the content they are familiar with. A morning group is organized yearly in order to provide the necessary support for the students taking the Math test in Spanish. The group works with an ESL out of classroom teacher and the goals are aligned with those of the classroom teacher. This program has proven to be successful for our school as our students have been able to score 3's on their Math exam. It is important to note that this program is structured to review the Math in the student's native language as well as introduce vocabulary in English.

AUSSIE consultants help plan and execute the school's curriculum, as well as provide support to all teachers and coaches. All content areas are taught in English using Scott Foresman's science and social studies programs. Hands-on projects, experiments, and vocabulary building activities are utilized to enhance student learning.

Throughout the instructional day, teachers implement numerous ESL strategies including scaffolding, visual and academic, reciprocal teaching, total physical response, cooperative learning, vocabulary building, and the language experience approach. In the classroom, teachers display word walls, charts, graphs, and graphic organizers to support language acquisition and help students grasp concepts and achieve grade level standards.

ESL push-in/pull-out teachers follow the same standards and curriculum but use a variety of methods to address the needs of English language learners. On a monthly basis, monolingual classroom teachers collaborate closely with the ESL push-in/pull-out teachers to plan an academically rigorous curriculum that is accessible to ELLs. Rigby's, "On Your Way to English" is used in combination with leveled guided reading books. A plethora of listening activities, hands-on manipulatives, literacy and math games are incorporated into the push-in/pull-out lessons. Students in the upper grades have access to laptops and smart boards to aid in the writing process. Lower grades use Leap Pads, Reader Rabbit, and Imagine Learning as part of the technology curriculum. Other programs include Avenues and Access Newcomers especially for the beginner levels. In addition to the instructional material used in the school, teachers use data from the LAB/R and previous year's NYSESLAT to help inform instruction in a variety of ways. Based upon the results from these tests, students are categorized as Beginner, Intermediate or Advanced, and teachers make adjustments as necessary. Those at the beginner level are seen in both self-contained and small pull-out ESL groups. The focus with the beginner and low intermediate students is production and comprehension in all forms. As students become more advanced, the focus is shifted to refining their skills and concentrating on accuracy. Teachers use a variety of scaffolding strategies to make content more accessible to students, such as, graphic organizers, homogeneous and heterogeneous groupings, differentiated instruction, anticipatory sets, modeling, sentence prompts, explicit vocabulary instruction

Through both formal and informal assessment, results show that the majority of the ELL population fares much better at listening and speaking modalities than at writing and reading. If a student comes to the school on grade level in their native language, then that student's scores increase at a much higher and faster rate compared with those students who have limited literacy skills in their native language. In order to combat this predicament, heavy emphasis is placed on building literacy skills through intense guided reading and writing groups with explicit instruction.

Teachers use several assessment tools to measure student growth. Students' reading progress is tracked every 6 weeks. Unit tests in math and reading are given every 4-6 weeks depending on the length of the unit. In addition to these formal assessments, teachers use frequent written and oral assessments to measure weekly development. Because there is no bilingual program in the school, there are no translated versions of tests for students. Students are given differentiated tests which measure the same standards, but which allow students to show their comprehension in a manner that is suitable to their current proficiency level. Teachers who speak students' native languages use the language primarily for directions and explanation, but there is no formal instruction in native language.

Plan for Newcomer ELLs:

In order to meet the needs of our newcomers, we begin with informal and formal assessments. These include the LAB-R, Spanish-Lab, running

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 opportunities are provided throughout the year to improve instruction for the ELL population. ESL teachers have found that a beneficial form of PD has been collaborating with one another during the monthly ESL teacher meetings. At this time ESL teachers of various grades get together to discuss, share, and strategize ways in which to best support our students. Often times, similar issues may arise and that is where collaborating to address the problem becomes very helpful. The agenda for each meeting depends on what is taking place in the ESL classrooms or what is taking place for the school as a whole.

Several workshops conducted yearly by the ESL department also include a NYSESLAT informational session, where teachers are informed on ways to use the data from NYSESLAT scores to aid in the instruction of their ELL students. Another in-house workshop addresses the methodology on second language acquisition along with strategies for supporting second language comprehension. Classroom teachers are provided with numerous strategies including graphic organizers and differentiated lessons to support ELLs in the monolingual classroom. In addition, ESL out of classroom teachers meet with the monolingual classroom teachers every 4-6 weeks to share information concerning ELL students. P.S. 63 looks forward to attending the NY State Teachers of English to Speakers of Other Languages annual conference. This year's conference includes workshops such as "Using Technology to Differentiate Instruction", "Addressing Explicit Learning Strategies for the ELL Family", and STEPS to Literacy: Designing a Better Future for ELL Writers". The conference will be attended by an ESL teacher and the information will be turn-keyed to staff. Our ELLs are using the Imagine Learning software. A workshop will be conducted for the teachers whose students are using the program. This will help the teachers understand what the goals of the program are and how they can use the assessment part of the program to support their planning.

Bank Street College holds an English Language Institute every winter. This workshop has been helpful for teachers in the past as it addresses the needs of our ELLs and gives teachers practical tools to use in the classroom with their students.

reading, self-correcting, re-reading to clarify meaning, problem-solving new words, retelling, and summarizing.

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?

* Parents are invited to participate in classroom celebrations, such as writing celebrations. They are also

Parent contact is established from the very first moment that parents enroll their child in P.S. 63. They are assisted in completing the Home Language Survey accurately upon where ELLs are identified. After assessment through the LAB-R and Spanish LAB, a student in need of ESL services, is identified. The parents of all ELL students are invited to attend an orientation and informational meeting at the beginning of the school year. This meeting presented in English and Spanish, informs parents of the language programs available for their child. Parents are also provided with a description of the ESL program offered at P.S. 63 and information about the testing requirements for ELLs. Questions and concerns are addressed. At this time, parents complete the program selection survey. Another workshop presented in English and Spanish, is provided for ELL parents in November. This workshop helps parents understand the importance of reading levels, developing vocabulary, reading strategies, along with activities they can use at home to benefit their child. P.S. 63 encourages parental involvement throughout the school year in order for ELL students to become productive learners. The parent coordinator provides support and information regarding community services to families. The School Leadership team and the Parents Association are comprised of teachers, parents, and administration to encourage parent input in the school's academic programs and activities. In the upcoming school year, the ESL department would like to coordinate at least two other workshops for parents of ELL students. These workshops will provide further information about how parents can support their child in content areas and help them achieve success on the NYSESLAT exam. Parent communication is established and maintained during the year through phone calls, progress reports, and report cards. Correspondence occurs in English and Spanish. Translation services are also provided for parents when necessary, especially during parent teacher conferences. Furthermore parents are invited to attend the monthly writing celebrations to share their child's growth and understanding of the writing process in the specific genres. They are also invited to attend school-wide programs that include performances and highlight their special talents. P.S. 63 recently celebrated Hispanic Heritage Month and looks forward to celebrating Black History Month with parents in January.

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)	5	1	5	2	1	2								16
Intermediate(I)	2	10	7	6	2	7								34
Advanced (A)	1	5	7	8	12	10								43
Total	8	16	19	16	15	19	0	0	0	0	0	0	0	93

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	2	6	4	3	15
5	2	13	1	0	16
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	1		3		4		8		16
5	0		8	1	4	2	3		18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?

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

School Name:	P.S. 063 Author's Academy					
District:	9	DBN:	09X063	School		320900010063

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	36	36		91.2	93.6	92.6
Kindergarten	81	108	128				
Grade 1	100	98	92	Student Stability - % of Enrollment:			
Grade 2	81	102	106	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	78	70	100		84.3	89.8	89.3
Grade 4	80	65	70				
Grade 5	73	71	65	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		91.3	95.7	96.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	53	68
Grade 12	0	0	0				
Ungraded	1	2	0	Recent Immigrants - Total Number:			
Total	512	552	597	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	8	9

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	24	37	Principal Suspensions	48	40	10
# in Collaborative Team Teaching (CTT) Classes	35	47	58	Superintendent Suspensions	8	11	9
Number all others	32	27	34				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	47	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	10
# receiving ESL services only	128	122	TBD				
# ELLs with IEPs	11	31	TBD	Number of Educational Paraprofessionals	1	2	5

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	93.8
				% more than 2 years teaching in this school	61.7	51.1	59.3
				% more than 5 years teaching anywhere	53.2	44.7	55.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	68.0	75.9
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	96.7	93.8	88.9
Black or African American	40.2	40.0	41.9				
Hispanic or Latino	58.2	58.2	57.3				
Asian or Native Hawaiian/Other Pacific	0.6	0.2	0.2				
White	0.4	0.0	0.5				
Male	48.2	48.2	46.2				
Female	51.8	51.8	53.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	46.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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

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

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