



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____THE STAR ACADEMY-PS 63_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M063_____

PRINCIPAL: ___DARLENE DESPEIGNES_____ EMAIL: ___DDESPEIGNES@SCHOOLS.NYC.GOV___

SUPERINTENDENT: ___DANIELLA PHILLIPS_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Darlene Despeignes	*Principal or Designee	
Bradley Bond	*UFT Chapter Leader or Designee	
Olga Villa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Lauren Cohen	Member/staff	
Megan Janke	Member/staff	
Cheryl Wolf	Member/staff	
Kelly Smith	Member/parent	
Janeane Campbell	Member/parent	
Olha Medytska	Member/parent	
Maria Espernol	Member/parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, 85% of the teachers will incorporate elements of higher-order thinking skill techniques around questioning and discussion in their units of study, as outlined in Danielson Framework model of teaching.

Comprehensive needs assessment

- As part of the Inquiry work for 2010-2011, teachers and administrators evaluated the current curricula in how it aligned to the CCLS. Teachers identified the need for more higher-order thinking questions and objectives in our unit plans.
- Item analysis of 2011 NYS Math tests revealed that our students struggled with questions that required conceptual, rather than procedural understanding. Higher-order questioning and discussion will build conceptual understanding in math as well as in all content areas.

Instructional strategies/activities

- Common planning in Social Studies, Science, Math, ELA, Music, Art, and Physical Education.
- Staff development around Bloom's Revised Taxonomy, Cognitive Domains, and questioning strategies with Coaches and Administrators.
- Inquiry Teams will look at student work and performance tasks and reevaluate the questions in their unit plans/lessons.
- Teachers will evaluate their own unit plans and then work in groups to revise them in order to increase the rigor of daily objectives.
- Professional Development around questions and classroom conversations.
- Classroom intervisitations to evaluate effectiveness of lessons
- Teacher use of videotapes for self-assessment and quantitative tracking of question types
- Informal and formal observations by administrators with feedback on questioning provided
- Teachers evaluated themselves in 3D and then set professional development goals.
- Teachers will evaluate their own teaching using Danielson by watching videotapes of themselves teaching throughout the year.

Strategies to increase parental involvement

- Surveys distributed to all parents at November Parent-Teacher conferences will include items about the effectiveness of their child's teacher(s). Teachers will receive this feedback early enough in the year to make changes or reach out to parents as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will set professional goals based on the Danielson Framework. They will develop action plans, timetables, and measurable evidence for meeting those goals. They will collaborate with administrators and colleagues to receive support in achieving those goals and improving their effectiveness
- Feedback from formal and informal observations will allow teachers to make ongoing improvements to their instructional practices.
- The use of the Charlotte Danielson Framework qualifies HOUSSE measure of teacher effectiveness as per NCLB.

Service and program coordination

- Extended Day School Violence Prevention
- Teachers' College Professional Development in school
- Weekly Curriculum planning meetings with administrative intern

Budget and resources alignment

- Staff training on use of Atlas Rubicon Website
- Data Specialist Funding
- ARRA funding

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, Teachers in each grade will design and/or implement school-developed curriculum maps (based on Understanding by Design and Bloom's Revised Taxonomy) in all subjects that are aligned to the CCLS and include performance tasks, as evidenced by administrators' classroom observations, common planning meetings, and individual administrator-teacher conferences.

Comprehensive needs assessment

- As part of the Inquiry work for 2010-2011, teachers and administrators evaluated the current curricula in how it aligned to the CCLS. In the process we realized that implementing UBD planning into our content areas was necessary to ensure that they addressed the higher-order thinking and literacy skills mandated by the CCLS.
- Item analysis of 2011 NYS Math tests and revealed that students struggled with questions that required conceptual, rather than procedural understanding. Curriculum maps in all content areas based on Understanding by Design and Bloom's Revised Taxonomy are designed with a focus on building conceptual understanding and critical thinking.

Instructional strategies/activities

- a) Common Planning for grade level teams with Administrative Intern
- b) Common planning with TC coach, science coach, and math coach
- c) Professional development sessions with a focus on UBD planning and performance tasks on grade level and school level teams with Data Specialists/Administrators/Coaches
- d) Submission of units, feedback given, and revisions made.

Strategies to increase parental involvement

- Literature distributed to all parents explains the learning standards for each grade level in parent-friendly terms.
- Curriculum nights and morning workshops provide opportunities for teachers/administrators to educate parents about the changes to the curriculum that have been made due to the CCLS.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers will be offered professional development in UBD planning and performance tasks to increase their effectiveness in planning meaningful units.

Service and program coordination

- Extended Day School Violence Prevention
- Teachers' College Professional Development in school
Weekly Curriculum planning meetings with administrative intern

Budget and resources alignment

- Staff training on use of Atlas Rubicon Website
- Data Specialist Funding
- ARRA funding
- Contract for Excellence Funding
- Title 1-10% Professional Development

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #3</p> <ul style="list-style-type: none">● Increase student achievement in math. For 2011-2012, at least 51% of students in ICT and self-contained classes will be proficient (level 3 or 4) in Math on the NYS Math Assessment.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">● In 2010-2011, 41% of our students in Self-contained and ICT classes performed proficiently (levels 3 or 4). Analysis of the test data demonstrated that students had difficulty with problems requiring conceptual, rather than procedural understanding.● Item analysis of 2011 NYS Math tests revealed that our students struggled with questions that required conceptual, rather than procedural understanding. Curriculum maps in math based on Understanding by Design and Bloom's Revised Taxonomy are designed with a focus on building conceptual understanding and critical mathematical thinking.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">● Teachers will receive professional development in teaching math conceptually through Metamorphosis Math Consultants● Extended Day and small group sessions will be provided to address students' needs based on individual student assessments.● Classroom structures and math language/routines will be implemented on a school-wide basis to ensure that each grade builds on the previous one meaningfully.● Teachers will receive PD from AP Intern that is an adjunct professor for a Math Methods course.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">● Literature distributed to all parents explains the learning standards for each grade level in parent-friendly terms.● Teachers provide progress reports to parents that delineate specific skills that their child has not mastered to grade-level standards, along with suggestions for how parents can support learning at home.● Curriculum nights- Parents will learn the strategies that kids are learning in class.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">● All teachers will be offered professional development in UBD planning and performance tasks to increase their effectiveness in planning meaningful units.● An increased emphasis on conceptual mathematical thinking and higher-order questioning will improve teacher effectiveness as measured by the Danielson Framework.
<p>Service and program coordination</p> <ul style="list-style-type: none">● Extended Day School Violence Prevention● Professional Development for ICT classrooms● Administrative Intern will host 3 days of math PD on a school-wide basis.● Weekly Curriculum planning meetings with administrative intern

Budget and resources alignment

- Staff training on use of Atlas Rubicon Website
- Data Specialist Funding
- ARRA funding
- Contract for Excellence Funding
- Title 1-10% Professional Development

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4
<ul style="list-style-type: none">• Increase student achievement in ELA. For 2011-2012, at least 39.2% of students in self-contained and ICT classes will perform in the 75% growth percentile, an increase of 10% from last year.
Comprehensive needs assessment
<ul style="list-style-type: none">• In 2010-2011, 29.2% of self-contained and ICT students performed in the 75% growth percentile in ELA.• Item analysis revealed that students had difficulty with questions that required higher-order thinking such as making inferences or determining author's purpose.
Instructional strategies/activities
<ul style="list-style-type: none">• Professional Development from ICT specialists Goldmansour and Rutherford for all ICT teachers• Weekly meetings with Data specialists to analyze student data and measure student progress• Extended day, additional small group sessions provided to ICT students• Weekly inquiry team meetings to measure student progress through an action-based research project with teacher-made assessments based on students' needs• TC Running Records track students decoding and comprehension skills in order to identify those who are not meeting benchmarks and need interventions
Strategies to increase parental involvement
<ul style="list-style-type: none">• Literature distributed to all parents outlines the grade-level benchmarks• Interim progress reports will communicate areas of need to parents along with specific strategies that they can use to support students at home.
Strategies for attracting Highly Qualified Teachers (HQT)
<ul style="list-style-type: none">• All teachers will be offered professional development in UBD planning and performance tasks in order to increase their effectiveness in planning meaningful units.• An increased emphasis on higher-order questioning and discussions will improve teacher effectiveness as measured by the Danielson Framework.
Service and program coordination
<ul style="list-style-type: none">• Extended Day School Violence Prevention• Goldmansour and Rutherford ICT PD• Administrative Intern is working with Enrichment Teachers to integrate ELA into the Arts/Physical Education.• Teachers' College Professional Development in school Weekly Curriculum planning meetings with administrative intern
Budget and resources alignment
<ul style="list-style-type: none">• Staff training on use of Atlas Rubicon Website• Data Specialist Funding• ARRA funding• Contract for Excellence Funding• Title 1-10% Professional Development

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA:	Small group, One on One conferencing, Guided Reading, Basic Writing Skills- during school day, after-school/extended day
Mathematics:	Small group, one-on-one conferencing, Math Station Games, Math Steps- during school day, after-school/extended day
Science:	Small group, one-on-one conferring, remedial quizzes/tests-during school day, after-school/extended day.
Social Studies:	Small group, one-on-one conferring, remedial quizzes/tests-during school day, after-school/extended day.
At-risk Services Provided by the Guidance Counselor:	Social skills building, relational aggression, cooperative play, verbalization of feelings, self-regulation of feelings of frustration/rage, depression,
At-risk Services Provided by the School Psychologist:	Referrals to CBO's, one-one-one Psycho-educational evaluations
At-risk Services Provided by the Social Worker:	None. She is in 5 schools.
At-risk Health-related Services:	Sounds In Motion to improve sound-letter association with groups/individuals Social/Pragmatic communication skill building in small group using Superflex program

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, or Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter distributed through School Messenger and web publication (www.ps63m.org) designed to keep parents informed about school activities
- maintain a curriculum bulletin board where teachers will post monthly units of study and other information about what kids are learning in school
- sending home a monthly school calendar with all of the events for the month
- sending home weekly school messenger phone calls reminding parents about events going on that week/day.

S.T.A.R. ACADEMY'S SCHOOL-PARENT COMPACT

Our school, The STAR Academy-PS 63, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- sending home flyers and school messenger messages weekly for important announcements or news that week
- sending home monthly calendars with all the events for the month listed.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- check their backpack daily for homework, notes home, and flyers.
- Listen to school messenger messages and make sure contact information is up-to-date.
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- Alert a teacher if ever in need of help

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Ada Cordova	District 01	Borough Manhattan	School Number 063
School Name The STAR Academy			

B. Language Allocation Policy Team Composition

Principal Darlene Despeignes	Assistant Principal
Coach type here	Coach type here
ESL Teacher Martin Perl	Guidance Counselor Marian Miller
Teacher/Subject Area Lauren Cohen/3rd Grade	Parent Olga Villa
Teacher/Subject Area Cindy Brooks/Special Education	Parent Coordinator Alice Saavedra
Related Service Provider type here	Other Jodi Friedman
Network Leader	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	177	Total Number of ELLs	6	ELLs as share of total student population (%)	3.39%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

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

PS 63, The STAR Academy is located at 121 East 3rd Street, New York, NY, between First Avenue and Avenue A in the heart of New York City's East Village. There are approximately 177 students in grades Pre-Kindergarten through Grade 5. The school receives Title I funding and has a universal free lunch program. There are six Integrated Co-Teaching (ICT) classes in the school in grades Kindergarten, 1st, 2nd, 3rd, 4th and 5th. There is also one self-contained special education class for Grades 3, 4 and 5. The four storey red brick school building has been at this location for over a century. This very historic neighborhood continues to be a destination of immigrants from around the world. Students come from very diverse cultural backgrounds. There are students from Bangladesh, China, Kosovo, Ukraine, and Yemen. Many students are from first and second generation families that live in the neighborhood, that come from Puerto Rico, the Dominican Republic and various Spanish speaking countries. There are presently 6 English language learners who receive ESL instructional services by one New York State permanently certified ESL teacher. This teacher holds a Masters Degree in Education (TESOL). The New York State ESL teaching certification is kept on file in the school office. The English language learner population has been in recent years, and continues to be approximately 3% of the school population. The Language Allocation Policy (LAP) team consists of the school principal, Ms. Darlene Despeignes, Ms. Jodi Friedman, Administrative Intern, Ms. Alice Saavedra, the Parent Coordinator, Ms. Lauren Cohen, 3rd Grade ICT classroom teacher, and School Leadership Team (SLT) Chairperson, Ms Cindy Brooks, Special Education Teacher and PPT Chairperson, Ms. Olga Villa, PTA president, and Mr. Martin Perl, ESL Teacher.

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

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*

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

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

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		
Total	6	0	1	0	0	0	0	0	0	6
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	
	EL	EP	EL	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	1										3
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								1
Other														0
TOTAL	0	3	1	1	0	1	0	6						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Applied Whole Language and research proven methodologies. CALLA (Cognitive Academic Language Learning Approach) and TPR (Total Physical Response) are implemented. These are known to promote language development and second language acquisition. CALLA developed by Anna Uhl Chamot and J. Michael O'Malley, is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. TPR is an ESL methodology developed by James Asher, it is very valuable with absolute beginners. In this methodology, the teacher says a single action word or phrase and then demonstrates the action. ELL students are encouraged to build critical thinking skills, be responsible for accountable talk, and scaffold to higher levels. Students improve their skills in Listening, Speaking, Reading and Writing English. The recently introduced ELL Periodic Assessments have been used twice a year to track student progress. These ELL Periodic assessments are given to students in grades 3, 4 and 5. The NYSESLAT introduced by New York State in spring 2003 is used as an exit exam for English language learners. Students that pass the NYSESLAT and test out as Proficient, are still entitled to transitional services. After consultation with grade classroom teachers, it is determined whether these students could benefit from additional time in the ESL program. Technology is an important component of the ESL classroom. Computers are used for Internet research. Tape recorders and CDs are also important academic tools for ELLs. There is an in-class library in the ESL classroom. It is filled with a diverse selection of books and books with CDs and cassettes on all reading levels. In addition, there is a wonderful new state of the art school library. Our school library was featured in a recent Wall Street Journal article. Classroom teachers and the ESL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Special effort is made to follow the guidelines of No Child Left Behind (NCLB). Since all students, including English language learners must take New York State content tests such as Math, and Science, special consideration is given to them in terms of extra time (time and a half) as well as separate location. When possible, a foreign language version is provided for New York State Math and Science tests. Translators have been used in previous years for languages that do not have translated versions. The data patterns from the results of

A. Programming and Scheduling Information

the LAB-R and NYSESLAT reveal that there are students at different levels of proficiency within the school. Typically student scores on the NYSESLAT in the Listening and Speaking sections are higher, than the Reading and Writing modules. With very few exceptions, English language learners on all proficiency levels are scoring slightly higher in Reading than in Writing. Per spring 2011 NYSESLAT scores: 3 students had proficient scores in all categories: Listening, Speaking, Reading and Writing and tested out from ESL services. 1 newly admitted student scored: Intermediate in Listening and Speaking and Beginning in Reading and Writing. ELL students receive tailored support in reading and writing. This allows for scaffolding and academic progress. Additionally, instruction in the grade level classroom is differentiated based on the needs of the ELL students. Classroom teachers are provided with support from other school specialists, such as the ELA and Math Inquiry teams, and the Speech therapist to ensure all students' needs are met. Moreover, ELL students, along with all students in the school, grades Kindergarten-Fifth, are administered the Teachers College Reading and Writing Assessments. This assessment data is input into the TCRWP AssessmentPro web site. Students in Grades 3-5 take the Acuity Assessments in ELA and Math. The Beginning Level ELL students can generally benefit from phonemic awareness and blending activities. The ELL Interim Assessments are administered twice a year to students in grades 3-5. These assessments, as well as other test results can help determine which areas are in need of improvement. The results of all these assessments are found in ARIS.

Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries in Spanish in the ESL classroom and school library. Students also utilize an extensive photo library, as well as bilingual picture dictionaries in Chinese and Spanish. At present, there are no English language learners classified as SIFE. Accommodations would be made for any newly admitted SIFE student or long-term English language learner. The LAP team would meet to discuss the particular needs of such a student.

For SIFE students, questions would be raised as to the exact number of years that the student did not attend school and for what reasons. After assessing to the situation, in addition to the required ESL services, the LAP team would determine and recommend other services that would benefit the student. There are at present, no long-term English language learners attending the school. The school did not have to request a CR Part 154 Extension of Services request. Moreover, if such a student should transfer to this school, all effort would be made to check ATS test records, attendance, admittance and discharge history, conferences with the student and the parents to ascertain the reasons for being a long term English language learner. Perhaps there might be other factors, other than second language acquisition that is interfering with his or her learning.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

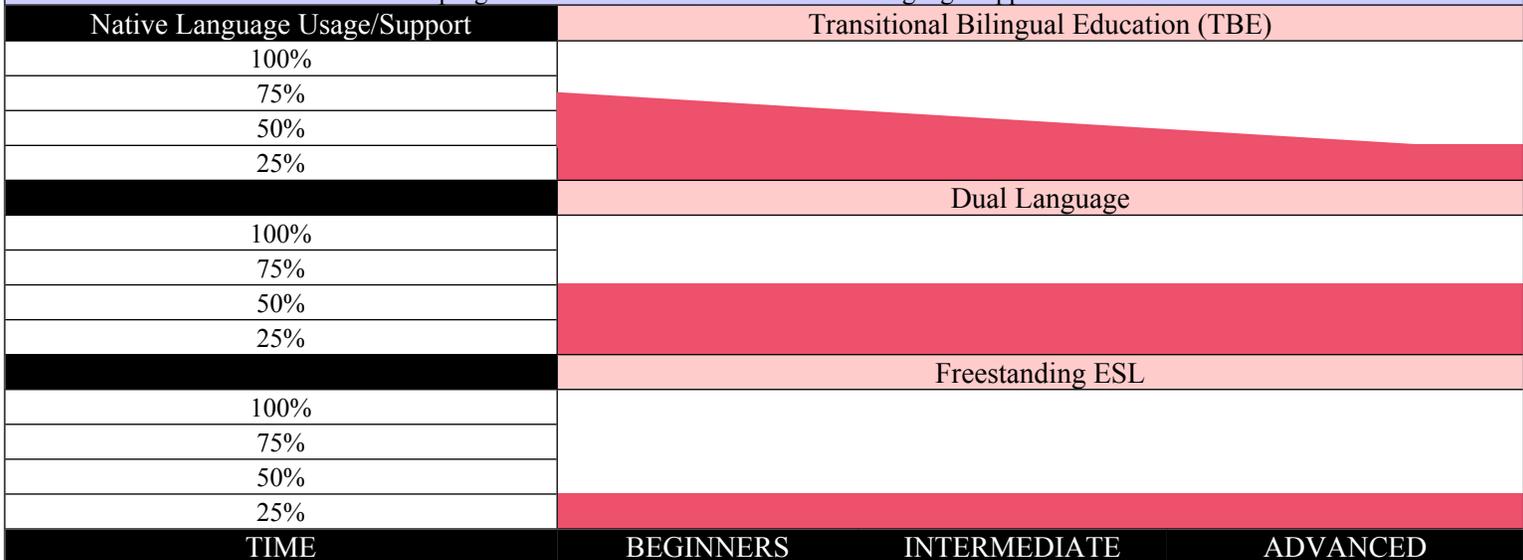
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

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

These specific test accommodations for ELLs include separate location, time and a half, as well as the use of glossaries.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

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

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?

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?

PS 63 has an active PTA and School Leadership Team. Parents of ELLs and former ELLs are well integrated and are represented in all school activities and functions. For several years, PS 63 provided free English lessons for parents of our ELL students. Parents of English language learners have the opportunity to attend various educational workshops held throughout the school year. PS 63 translates all notices to inform parents of various workshops and meetings. PTA meetings and workshops are also orally translated for parents. The Parent Coordinator is bilingual in English and Spanish, and is in constant contact with all parents, including parents of ELLs. The school is partnered with the following agencies: Ryan-NENA Community Health Center, University Settlement, New York City Public Library, Second Avenue Branch, Learning Leaders and the GO Project. Lastly, the school has a partnership with the Hudson Guild, and we have an on-site Family Support Services social worker to assist our students and their families.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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									0
4						1			1
5									0
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								1	1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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

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

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

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

Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries

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

School Name: _____		School DBN: <u>01M063</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darlene Despeignes	Principal		1/1/01
	Assistant Principal		1/1/01
Alice Saavedra	Parent Coordinator		1/1/01
Martin Perl	ESL Teacher		1/1/01
Olga Villa	Parent		1/1/01
Cindy Brooks	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marian Miller	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Jodi Friedman	Other <u>Admin Intern</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M063 School Name: PS 63

Cluster: 02 Network: 206

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

Part A: Needs Assessment Findings

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

Home Language Surveys and Parent Contact Information Cards are used to determine which languages are spoken at home by parents. We utilize the following ATS reports to determine translation and oral interpretation needs. Home Language Report (RHLA) and Adult Preferred Language Report (RAPL) This data informs us how many parents/guardians need written translation and oral interpretation needs.

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

These findings are communicated to teachers through student records, including ARIS and information provided by parents during registration. There are over 150 parents. The foreign languages spoken by the parent body, include Albanian, Arabic, Bengali, Chinese, Polish, Spanish, and Ukrainian. Some parents from China, Poland, and Spanish speaking countries require oral translation. All findings are discussed with the Parent Coordinator, who is Spanish speaking and who interprets and translates for these families. She has attended training workshops regarding translation and oral interpretation provided by the New York City Department of Education Language and Translation and Interpretation Unit.

Part B: Strategies and Activities

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

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

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

During Parent/Teacher conferences, IEP Annual Reviews, EPC meetings, and PTA meetings, translation is done by phone, the Parent Coordinator, school staff, and parent volunteers. The DOE Translation Units also utilized when needed during Parent/Teacher Conferences.

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

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