



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

63QUEENS

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

27Q063

PRINCIPAL: DIANE MARINO **EMAIL:** DMARINO@SCHOOLS.NYC.GOV

SUPERINTENDENT:

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
Diane Marino	*Principal or Designee	
Patrick Deering	*UFT Chapter Leader or Designee	
Edna Figueroa	*PA/PTA President or Designated Co-President	
Patricia Dardani	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Nevins	Member/teacher	
Robyn Feltman	Member/teacher	
Lily Johnson	Member/parent	
Lourdes Valenzuela	Member/parent	
Sultan Ali	Member/parent	
Tiffany Placeres	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 50% of Hispanic students (301 students) in Grades K-2 will improve reading skills as measured by the students moving two or more Fountas & Pinnell levels from Fall 2011 to the Spring of 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups: **Benchmark students using Fountas & Pinnell benchmark kit and use these results for planning and providing support for students. Provide intervention for Hispanic students in Grades 1-2 using Fountas & Pinnell intervention kit during extended day. Mini-lessons teaching reading strategies.**
 - b) staff and other resources used to implement these strategies/activities: **Principal and Assistant Principal in charge of grade will oversee classroom teacher and AIS reading teacher implementing the program**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: **Teachers meet at grade conferences to review student data gathered from Fountas & Pinnell data. Effectiveness of Fountas & Pinnell assessments are evaluated to determine whether additional support is needed to differentiate instruction**
 - d) timeline for implementation: **Benchmark – October 2011; February 2012; June 2012.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Provide necessary literacy training for parents.**
- **Goal sheet submitted monthly to parents including monthly school reading level expectation.**
- **Parent Coordinator hosts curriculum nights and literacy night.**
- **Teachers attend PTA meetings.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers, ELA teachers.**
- **The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support new teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Extended Day Program for level 1 and 2 students.**
- **Nutrition program to make students aware of good eating habits.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, title III and human resources to implement this action plan from September 2011-June 2012 as indicated below:
- **Supervisor per session for Inquiry Team meetings twice a month.**
- **Teacher per session for Inquiry Team meetings twice a month.**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 25% of all Special Education students in Grades 4 and 5 will improve literacy skills as measured by students increasing three guided reading levels.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Review of data gathered from the upper grade special education population in our school indicates that since June 2009, a clear trend indicates that this subgroup needs extra effort and attention in order to make them more proficient readers. As 3rd and 4th graders, only 30% of these students scored a "3" on the 2011 New York State ELA exam. A review of the DYO interim assessments and practice exams administered to these students during the 2010-2011 school year revealed less than 20% of

these students were on grade level. It is clear that we would have to concentrate on this subgroup to insure their academic success. On the 2011 New York State ELA test, these students underperformed all other subgroups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups: **Benchmark students using Fountas & Pinnell benchmark kit and using results for planning and providing support for students. Provide AIS intervention services for students in special education. Mini-lessons teaching reading strategies**
 - b) staff and other resources used to implement these strategies/activities: : **Principal and Assistant Principal in charge of grade will oversee special education classroom teacher and AIS reading teacher implementing the program**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: : **Teachers meet at grade conferences to review student data gathered from Fountas & Pinnell benchmarks, practice assessments, and Acuity results. Assessments are evaluated to determine whether additional support and/or differentiated instruction is needed.**
 - d) timeline for implementation: **Benchmark – October 2011; February 2012; June 2012.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Provide necessary literacy training for parents.**
- **Goal sheet submitted monthly to parents including monthly school reading level expectation.**
- **Parent Coordinator hosts curriculum nights and literacy night.**
- **Parents attend Parent Teacher conferences.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers .**
- **The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support new teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Extended Day Program for all Special Education students**
- **Small group instruction.**
- **After school program for Grades 3 – 5.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, title III and human resources to implement this action plan from September 2011-June 2012 as indicated below.
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**

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.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2012, students in grades 3-5 will improve in writing as measured by a 5 % increase in student performance from the pre-assessment to post-assessment on the CCLS writing task.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a year analysis of student writing, it was determined that this was a deficit. As a result, we have made writing a priority for this school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups: **A program to improve student writing was purchased to be implemented this school year with focused mini-lessons. Professional development will be given on the writing process by literacy support. Network consultant will support staff on CCLS tasks.**
 - b) staff and other resources used to implement these strategies/activities: **Teachers in Grades 3-5 are receiving support on-site from a Staff Developer focused on building writing skills. The Staff Developer meets with teachers and models classroom lessons. The participating teachers share strategies and activities with their colleagues during common planning periods.**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: **Teachers will meet during grade level teacher team meetings to analyze student writing. Together, the teachers evaluate student performance using rubric and determine and plan lessons and create writing rubrics aligned with CCLS during Inquiry Team meeting and team teacher meetings.**
 - d) timeline for implementation: **October-November 2011 through March 2012.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Parent Coordinator will host bookmaking and storytelling workshops for parents.**
- **The school will create a parent handbook .**
- **The Parent Coordinator will provide English classes to parents.**
- **The school will provide information and training to help parents work with their children to improve writing skills.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
- **The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to new special education teachers.**
- **Support teachers by providing materials to implement writing program.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Extended Day provided for students to remediate writing skills.**
- **After school ELA program for students in Grades 3-5.**
- **Nutrition program to make students aware of good eating habits.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, Title III, and human resources to implement this action plan from September 2011-June 2012 as indicated below:
- **Teacher per session for Inquiry Team meetings twice a month.**
- **Supervisor per session for Inquiry Team meetings twice a month.**
- **Consumable instruction materials to support curriculum development during the regular school day.**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	42	10	N/A	N/A	14	2	5	0
1	48	11	N/A	N/A	8	4	6	0
2	72	21	N/A	N/A	3	4	5	0
3	45	15	N/A	N/A	10	1	1	0
4	44	68	25	0	16	2	8	0
5	34	12	10	23	17	1	3	0
6								
7								
8								
9								
10								
11								
12								

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	<ul style="list-style-type: none"> • One 50 minute period, 3-5 periods per week based on need, with a reduced student-teacher ratio enabling small group and individualized instruction based on assess needs. • Differentiated instruction in all ELA classes – RTI, Tier I. • Tier II represents the smallest group of students. These are identified students needing intervention with increased frequency and longer duration.
Mathematics	<ul style="list-style-type: none"> • One 50 minute period, 3-5 times a week, based on needs. • Differentiated instruction in all math classes – RTI, Tier I. • Through frequent content and skills based assessment, the effectiveness of Tier 1 will be determined. Students who need small group strategic instruction and more frequent assessment will be referred for Tier II instruction. Tier II represents the smallest group of students. These are identified students needing intervention with increased frequency and longer duration.
Science	<ul style="list-style-type: none"> • One 50 minute period of AIS instruction in Science per week. • Hands-on experimentation infused within classroom science instruction. • Science lab equipped to provide Tiers II and III interventional services.
Social Studies	<ul style="list-style-type: none"> • One 50 minute period of AIS instruction in Social Studies per week. • Social studies period tailored to meet the needs of individual students including Tiers II and III intervention services.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Group and individual counseling providing guidance and crisis counseling during the school day. Frequency based on need. • Assists all students experiencing behavioral and/or emotional, family

	and personal issues negatively impacting on learning.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Offers clinical services, agency referrals, education, social and personal services during the school day on an as-needed basis. • Develop classroom techniques to promote learning and improved impulse control. • Provide teacher support. • Identifies emotional, social and neurological factors that impede on student performance.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Provide counseling services to the child and to their families during the school day. Frequency based on need. • Referrals to outside agencies. • Social work services in relation to child abuse services.
At-risk Health-related Services	N/A

**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, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, 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;

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;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

**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	District 27	Borough Queens	School Number 063
School Name P. S. 63Q - Old South School			

B. Language Allocation Policy Team Composition [?](#)

Principal Diane Marino-Coleman	Assistant Principal Yvonne Wald
Coach N/A	Coach N/A
ESL Teacher Linda Genao	Guidance Counselor Dale Samilow
Teacher/Subject Area Ellen Davidson	Parent Edna Figueroa
Teacher/Subject Area Jesse Davidson	Parent Coordinator Yolanda Arroyo
Related Service Provider Joann Cipriano	Other N/A
Network Leader Joseph Blaize	Other N/A

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	4	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	1342	Total Number of ELLs	178	ELLs as share of total student population (%)	13.26%
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Part II: ELL Identification Process

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

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

PS 63 follows the mandated entitlement process and procedures for program placement. A Home Language Identification Survey (HLIS) is completed by parents of all new entrants upon registration. There is also an informal oral interview of the student/family conducted by a pedagogue and a translator at registration to assist in determining the home language. The interview is conducted in English and in the native language. The translators are bilingual paraprofessionals who speak either, Spanish, Bengali, Arabic, Cantonese or Mandarin, (Mrs. Battista, Mrs. Begum, Mrs. Siwaris, and Mr. Cheung.) The assistant principal, Mrs. Gail Cotler-Rosen, or one of the three licensed ESL teachers, Ms. Davidson, Mrs. Genao, or Mrs. Davidson, makes the OTELE determination, and completes and signs the HLIS. The HLIS is completed and signed by the parent and the pedagogue. One copy of the HLIS form is then placed in the student's cumulative record folder and one copy is kept on file in the main office for monitoring purposes. The HLIS is used to determine eligibility for LAB-R testing. The above mentioned licensed ESL teachers are responsible for the administration of the LAB-R. Eligible students are tested within the first 10 days of initial enrollment. If it is determined that a student has an "other than English" home language, he/she is placed in an appropriate setting according to grade level. Those students who do not meet the LAB-R cut scores for English Language Proficiency are considered English Language Learners (ELLs) and are entitled to services. All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the LAB-R must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning. The examiner follows the directions for administering the LAB listed in the Examiner's Directions Manual. In the spring of each year, the New York State English as a Second Language Test (NYSESLAT) is administered to all ELLs to determine both English proficiency and continued entitlement or non-entitlement to bilingual/ESL services for the following school year. We use the RLER, an ATS report to ensure that all ELLs receive the NYSESLAT annually. The NYSESLAT is administered by the above mentioned licensed ESL teachers.

The parents of newly enrolled ELLs are invited to attend a parent orientation within the first ten days of the school year. Bilingual notices are sent accordingly to parents in Spanish, Bengali, Arabic, Punjabi, Polish, Korean, Russian, Urdu and Chinese. Arrangements are made so that bilingual translators are present during the orientation session for translation. During the orientation parents are informed about the programs available to them, as well as school expectations, promotional requirements, and ways to help their children at home. An orientation DVD is also presented to further explain all three types of programs options available to help their children become English proficient. The DVD is available in nine languages: English, Spanish, Chinese, Korean, Russian, Haitian, Bengali, Arabic, and Urdu. At these sessions parents complete the Parent Survey and Selection Form indicating their program preference. Parents are informed that at P.S. 63Q we offer all three program options, and that when we have 15 or more students in two contiguous grades with the same HL whose parents have opted for the same program, TBE or DL, a TBE or DL class will be created to accommodate parent's option. We track and monitor our parent choices throughout the school year with the expectation of creating a TBE or DL class when there are 15 or more TBE or DL parent choices. Parents who are unable to attend orientation are offered a make-up session to better accommodate their schedule. They are contacted by a follow up phone call in their native language and/or by mail. If parents are still unable to attend, they are given the DOE parent link and asked to view the parent orientation video online before completing their Parent Survey and Program Selection Form. We encourage parents to contact our Parent Coordinator, Yolanda Arroyo for questions concerning the programs available for their children. These procedures are ongoing throughout the school year.

Parents of students who are continuing in a program from the previous year receive a Continued Entitlement Letter. The Parents receive this letter for each year their child is entitled to services.

Classroom teachers are given the entitlement letters by the ESL teacher to distribute accordingly. The returned Parent Survey and Selection Form is attached to the HLS and filed in the cumulative folder. A copy of the PSF is kept on file and records are kept by the ESL teachers indicating the students who have a completed PSF. A log is kept recording the names of ELL's and the dates that documentation was provided to ensure that Parent Selection and Survey Forms are completed and returned with the goal of placing students according to the parent program choice. To ensure that all Program Selection forms are returned, parents are notified to return the completed Parent Survey and Selection Form to the school by a letter sent in their home language, or a phone call is made by the ESL teacher, the parent coordinator, or a bilingual translator.

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

For the past few years, the trend in parental choice has been predominantly Freestanding English as a Second Language. In 2009, 154 parents chose ESL out of 158 entitled students; in 2010, 161 parents chose ESL out of 169 entitled students; and in 2011, 136 parents chose ESL out of 161 entitled students, as per BESIS.

The ESL program model offered in our school is aligned with the majority of parent requests. Parents have continually expressed their support and appreciation for promoting English language proficiency through our ESL Program. Parents are also informed that a Transitional Bilingual Education (TBE) or Dual Language (DL) class will become available when 15 or more parents of ELL's who share the same Home Language in the same grade or two consecutive grades request it. We track and monitor the parent choices from the Parent Selection and Survey Forms throughout the school year in preparation of creating a TBE or DL class where necessary. In the future, if the trend of parent choice changes in the direction of Transitional Bilingual Education or Dual Language, we will make the appropriate program and staff changes to accommodate the wishes of our parents concerning their program choice in accordance with CR 154.

Part III: ELL Demographics

A. ELL Programs

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

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

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	To t #
Transitional Bilingual	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	2	2	3	2								15
Total	3	3	2	2	3	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	178	Newcomers (ELLs receiving service 0-3 years)	153	Special Education	32
SIFE	8	ELLs receiving service 4-6 years	25	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	153	8	28	25	0	4	0	0	0		178
Total	153	8	28	25	0	4	0	0	0		178

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

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
Other														0
TOTAL	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 L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	20	27	17	16	17	14								111

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
Chinese	3	0	3	1	0	1								8
Russian	0	0	0	0	0	0								0
Bengali	5	13	9	7	5	3								42
Urdu	1	0	0	1	1	1								4
Arabic	2	1	2	1	4	1								11
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	1								1
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	1	0								1
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	31	41	31	26	28	21	0	178						

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 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?

P. S. 63Q uses a flexible, free-standing pull-out ESL program for grades K-4 and a push in model for fifth grade. Using the pull-out model in grades K-4, all ELLs travel as a block to the ESL teacher's classroom. In grade 5, all ELLs remain in their classroom where the ESL teacher pushes in and they are grouped both homogeneously and heterogeneously. All ELLs are grouped both homogeneously and heterogeneously according to the number of instruction minutes each ELL receives. The Beginner and Intermediate students are grouped both homogeneously and heterogeneously according to the number of instructional minutes each ELL receives. The Beginner and Intermediate students are grouped heterogeneously, according to proficiency levels and Advanced students are grouped homogeneously.

A. Programming and Scheduling Information

Proficiency levels are determined by the NYSESLAT and LAB-R as well as other in-house assessments.

While P. S. 63Q operates on a seven period day, from 8:00 AM to 3:35 PM Monday and Tuesday, and 8:00 AM to 2:20 PM on Wednesday through Friday, the ESL teachers work using an 8 period day in order to ensure that the mandated number of instructional minutes are provided to all of the ELLs. ELLs receive ESL services in 45 minute or 90 minute blocks to maximize teaching time and provide all ELLs with the mandated minutes which are 360 for Beginner and Intermediate and 180 for Advanced students.

The ESL teachers at P. S. 63Q gather the ELLs from their individual classes and travel as a block to the ESL classroom. All three licensed ESL teachers have their own individual classrooms. Every effort has been made to group ELLs in their grade appropriate classrooms to limit the travel time to and from ESL class.

ESL teachers use appropriate materials and visuals, modified language and scaffolding to make content comprehensible and enrich language development. The ESL teacher also integrates CALP and content instruction, teaches academic language skills and scaffolds to content. Metacognitive strategies such as goal settings, self-evaluation and organization are used to successfully integrate English Language Learners into the mainstream classroom. Some instructional approaches delivered by the ESL teachers, such as vocabulary development through the use of read-alouds with discussions, cooperative and collaborative grouping which encourages heterogeneity (both academically and linguistically), shared leadership, and social skill development, accountable talk to engage the ELLs in a structured classroom discussion that is relevant to the issues being discussed to promote literacy, modeling to provide the ELLs with clear examples of what is expected of them and allowing them to see what a developing product looks like, taking students through various activities that are designed to increase competencies and continuity of instruction to aid in the development of language.

In order to make content comprehensible for ELLs in grades K-5, the ESL teachers at P. S. 63Q also use many visual aids and realia, model appropriate behavior/language, use gestures, body language and facial expressions to develop understanding, perform demonstrations to ensure comprehension and in-depth understanding, adapt/simplify materials, utilize peer tutoring through buddying, make connections between content being taught and student's prior knowledge/experiences. P. S. 63Q uses the Speak and Add model to teach its 5th grade ELLs. In this program model the ESL teacher pushes in the classroom to work with Beginners/ Intermediates for 90 minutes and Advanced students for 45 minutes, Monday through Thursday. The classroom teacher and the ESL teacher prepare the lesson together meeting every week to design next week's lesson. The classroom teacher takes primary responsibility for designing and delivering a lesson, while the ESL teacher adds to the lesson by asking prompted and unprompted questions, stating important information (sometimes with simpler words and language structures than what the classroom teacher is using, asking for clarification, and adding new information by way of anecdotes, examples, short stories, etc.

P. S. 63Q uses Rigby "On Our Way to English" as its primary literacy program for all ELLs in grades K-5. This program contains all of the components of a balanced literacy program. The ESL teachers use Rigby to teach read-alouds, shared reading and writing, guided reading and writing, phonics and on-going assessments are also completed throughout the year. While using the balanced literacy approach, the ESL teachers use phonics throughout all four areas: independent, shared guided and literacy. The ESL teacher uses the read-alouds to provide ELLs with motivation to learn how to read, develop a sense of story structure and vocabulary concepts, build prediction skills and to provide a proficient reading model. The ESL teacher also uses shared writing to model to ELLs how phonics and conventional spelling works as well as modeling the mechanics of writing. During shared reading, The ESL teacher develops ELLs comprehension skills and strong elements, reviews high frequency words and known phonics and gives the ELLs plenty of opportunity for self-monitoring and self-correction. ELLs also use reading strategies which are reinforced in the content of the story by the ESL teacher. The ESL teacher provides ELLs with plenty of opportunity for shared, guided and independent writing. Where phonics and conventional spelling is modeled, sequencing sound in words are reviewed, print concepts are developed and the mechanics of writing is modeled. All ESL teachers also use the Award reading program to help scaffold skill for grades K-5 in the five areas of reading to ensure that all ELLs master the essentials of reading. The computer component of Award reading is used to engage these ELLs that are not active learners. Phonics, comprehension, and writing are developed through the Big Books and guided reading practice. During guided writing, the ESL teacher meets with small groups to teach specific skills and ELLs participate in peer conferences as well. Also, throughout all writing activities, cultural experiences are shared and aid in the development of student's knowledge of the world around them which helps to build a sense of classroom community. Finally, the ELLs are given on-going assessments through the use of graphic organizers, projects, conferencing and book talks. During ESL instruction, Native Language support is given through the use of bilingual dictionaries, materials in the native language and strategic homogeneous linguistic grouping. At P. S. 63Q, grades K-5 have implemented new

A. Programming and Scheduling Information

programs, Envision for Math, McMillan for Language Arts. The ESL teachers use the major themes from each of these programs and scaffold the materials in order to provide contextual supports for the meaning through the use of simplified language, modeling, visual aids and graphics, cooperative learning and hands-on learning.

The ELL sub-groups receive differentiated instruction according to their individual needs to enrich language development. The ESL teachers differentiate instruction for Beginning ELLs by providing them with a buddy, allow use of bilingual dictionaries and audio tapes of texts. During unit tests, the Beginners also use notes so that these times may become learning opportunities. The ESL teacher determines the instructional adaptations that would be required for some students to be successful in mastering the objectives during teacher-directed instruction and guided and/or independent practice. The ESL teachers use gestures, facial expression and body language in order to differentiate instruction as well. Beginners are also engaged with plenty of cooperative learning activities such as Jigsaw to aid in the development of language learning. Intermediate students use some of the aforementioned strategies as well as ESL games which help them learn new vocabulary. ESL teachers also scaffold instruction and predictable routines are established such as word wall review and role playing to review texts. Finally, the ESL teacher provides the Advanced students with some of the same instruction as well as plenty of opportunity for oral presentation and peer readership through buddy assistance.

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

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

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

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

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	100%
75%	75%
50%	50%
25%	25%
0%	0%
Native Language Usage/Support	Dual Language
100%	100%
75%	75%
50%	50%
25%	25%
0%	0%
Native Language Usage/Support	Freestanding ESL
100%	100%
75%	75%
50%	50%
25%	25%
0%	0%

Courses Taught in Languages Other than English

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?

All ELLs in grades K-5 are targeted for Academic Intervention in Reading with Native Language support whenever possible. Students receive differentiated instruction that supplements the general curriculum and barriers are addressed to improve academic performance. Although P. S. 63Q does not have any bilingual classes, bilingual support is given throughout all content areas by providing ELLs with a buddy who speaks the same language and is able to explain what is going on. Having a buddy/peer tutor helps the ELLs to feel more comfortable and build up his/her self-esteem which in turn gives them the confidence needed to help them meet expectations. ELLs are encouraged to use their home language when appropriate which helps them to transfer skill from one language to another, develop mental flexibility and experience a sense of cultural stability and continuity. Also, ELLs use bilingual dictionaries and audio tapes of text whenever possible.

Students are identified to receive Academic Intervention Services (AIS) in reading based on teacher recommendations, benchmark assessments (such as Fountas & Pinnell), and by analyzing the RMSR, an ATS report which provides exam data from the NYS ELA exam. ELLs in grades 3-5 are tested to determine their ability to recall facts and details, synthesize information, make inferences, and comprehend different genres. Beginning, Intermediate, and Advanced ELLs targeted for AIS reading instruction have scored Level 1 or 2 on the previous year's NYS ELA exam. AIS reading groups are small (about 6-8 students) and instruction focuses on literacy skills and strategies, as well as grammar, usage, and mechanics to promote English language proficiency and success on NYS standardized assessments.

Students are identified and receive Academic Intervention Services (AIS) in math based on teacher recommendations, benchmark and unit assessments (in Everyday Math), and by analyzing the RMSR, an ATS report which provides exam data from the NYS Math exam. Beginning, Intermediate, and Advanced ELLs targeted for AIS math instruction have scored Level 1 or 2 on the previous year's NYS Math exam. AIS math groups are small (about 6-8 students) and focus on the use of math manipulatives and hands-on instruction to help ELLs understand basic math concepts. Flash cards and math games are used to help ELLs master these basic concepts in an effort to move them toward more complex concepts and mastery. Math diagrams, charts, counters, and real-world applications make it easier for ELLs to understand the steps in a math word problem. Native language math glossaries help ELLs transfer already mastered math concepts into English making math more meaningful for them. It also helps promote academic success on NYS Math exams, whether ELLs take them in their Native language or in English.

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

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ELLs who have attained proficiency on the NYSLESLAT continue to receive additional support from their classroom teachers. Classroom

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

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

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

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.			
<p>The ESL teachers currently provide on-going professional development on the Eight Principles of the Language Allocation Policy (LAP) and its implementation to the school community during workshops conducted on Professional Development Days, i.e. Election Day – November 8, 2011 and Brooklyn-Queens Day – June 7, 2012. Workshops are also conducted monthly during grade conferences. In addition, an after school study group, made possible by Title III funding, will develop ESL strategies in all content areas to be used by the entire staff. The 2012 tentative dates of the workshop are March 21, 28; April 4, 18, 25. CR Part 154 requires professional development sessions geared toward the needs of ELLs. Teachers and other staff are trained to implement research-based ESL strategies and techniques that actively engage ELLs in standards-based academic curriculum. The following personnel receive professional development in all content areas: Asst. Principals, common branches, special education, ESL, and subject area teachers, guidance counselors, psychologists, OT/PT and speech therapists, paraprofessionals, secretaries, and the parent coordinator. The professional development programs prepare the entire staff to create and implement challenging content and well-developed learning strategies that will prepare ELLs to think critically and solve problems. Two clerical days in June are used by the staff to collaborate and share information about ELLs as they transition from one school level to another. Our guidance counselor meets with fifth grade ELLs in general education classes to share information about open houses and information sessions in the middle schools. All new staff members receive 7.5 hours and Special Education staff and paraprofessionals receive 10 hours of training as per Jose P. A record of the training received by the staff is on file in the ESL department. Sign-in sheets and agendas are kept on file for all professional development sessions. Some other topics for professional development may include the new Common Core State Standards (CCSS) and English Language Learners, Stages of Second Language Acquisition, Compliance/Testing, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). In addition, all staff members are informed of professional development opportunities offered through professional organizations such as UFT, SABLE, etc.</p>			

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
1. How do you evaluate the needs of the parents?	100%	75%	50%
3. How do you evaluate the needs of the parents?	75%	50%	25%
4. How do you evaluate the needs of the parents?	50%	25%	0%
Our Parent Coordinator and other members of the staff...	100%	75%	50%
Our Parent Coordinator and other members of the staff...	75%	50%	25%
Our Parent Coordinator and other members of the staff...	50%	25%	0%
Our Parent Coordinator and other members of the staff...	100%	75%	50%
Our Parent Coordinator and other members of the staff...	75%	50%	25%
Our Parent Coordinator and other members of the staff...	50%	25%	0%

E. Parental Involvement

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

Our Parent Coordinator and other members of the Language Allocation Policy (LAP) team evaluate and address the needs and concerns of our parents. Utilizing data based on information of our ELL population, we provide written translation of school letters and notices to meet the language needs of our parents. The number of home languages have been tabulated and are adjusted throughout the school year to reflect our ELL population. At monthly PTA meetings parents of ELLs are encouraged to become active and involved members of the school community. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. All parents, including parents of ELLs, are asked to complete an annual survey about our school in their native language. The information from these surveys is also used to evaluate and address the needs of our ELLs and their families. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Our Parent Coordinator offers English language instruction to parents of English language learners on Tuesdays and Thursdays from 8:30 AM to 10:30 AM. Workbooks and trade books are used to build English language proficiency through real-world situations and experiences. As a culminating activity, a parent trip to the Museum of Natural History provides an excellent opportunity for parents to use English in meaningful ways. Our school, in partnership with a community organization sponsored by Cornell University, also provides Nutrition Workshops for parents of ELLs. Oral translators are available at these workshops to meet the needs of parents. Guest speakers address a variety of topics which affect the health and well-being of our ELLs. Through our Monthly School Calendar, parents of ELLs are notified of school events, PTA meetings, and the dates of New York State Assessments. The parent workshops and parent trips, made possible by Title III funding, are designed to promote literacy skills in the home. When parents, as well as their children, receive English instruction combined with helpful strategies to help them become proficient in English the academic outcomes will continue to improve. At parent meetings, the ESL teachers continue to stress the importance of developing literacy skills in both the Native Language and English. The ESL teachers provide parents with helpful resources with this purpose in mind. The successful collaboration between our Parent Coordinator, parents, and ESL teachers will result in academic success for our ELLs.

Written translation services are provided to meet the needs of parents who speak a language other than English. Parents of ELLs are provided with a translated Bill of Rights and Responsibilities. Also, letters concerning parent orientation workshops, informational videos, and brochures are available in English as well as nine other languages. Staff members and parent volunteers provide oral interpretation and written translation of letters and notices regarding meetings and workshops. When a document needs to be translated, the designated school staff member provides immediate translation. In addition, written translation services are provided by the Translation Unit. All required signage and forms are available in English as well as nine other languages.

We have found that as our ELL population becomes more diversified, our need for translators and translation services must become larger to be more in step with family needs. The school will meet the requirement of parent notification with respect to written translation and oral interpretation services by posting the written notification in a conspicuous location near the main office, the Parent Coordinator's office, and the PTA room. It will also be distributed in letter form to all parents at the beginning of the school year. If and when a translator is not available, the school would then ask for support and assistance from parent volunteers.

B. Programming and Scheduling Information--Continued

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14. How is native language support delivered in each program model? (TRF, Dual Language, and ESL)

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Students are identified and receive Academic Intervention Services (AIS) in math based on teacher recommendations, benchmark and unit assessments (in Everyday Math), and by analyzing the RMSR, an ATS report which provides exam data from the NYS Math exam. Beginning, Intermediate, and Advanced ELLs targeted for AIS math instruction have scored Level 1 or 2 on the previous year's NYS Math exam. AIS math groups are small (about 6-8 students) and focus on the use of math manipulatives and hands-on instruction to help ELLs understand basic math concepts. Flash cards and math games are used to help ELLs master these basic concepts in an effort to move them toward more complex concepts and mastery. Math diagrams, charts, counters, and real-world applications make it easier for ELLs to understand the steps in a math word problem. Native language math glossaries help ELLs transfer already mastered math concepts into English making math more meaningful for them. It also helps promote academic success on NYS Math exams, whether ELLs take them in their Native language or in English.

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

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

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

ELLs who have attained proficiency on the NYSLESLAT continue to receive additional support from their classroom teachers. Classroom

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

The ESL teachers currently provide on-going professional development on the Eight Principles of the Language Allocation Policy (LAP) and its implementation to the school community during workshops conducted on Professional Development Days, i.e. Election Day – November 8, 2011 and Brooklyn-Queens Day – June 7, 2012. Workshops are also conducted monthly during grade conferences. In addition, an after school study group, made possible by Title III funding, will develop ESL strategies in all content areas to be used by the entire staff. The 2012 tentative dates of the workshop are March 21, 28; April 4, 18, 25. CR Part 154 requires professional development sessions geared toward the needs of ELLs. Teachers and other staff are trained to implement research-based ESL strategies and techniques that actively engage ELLs in standards-based academic curriculum. The following personnel receive professional development in all content areas: Asst. Principals, common branches, special education, ESL, and subject area teachers, guidance counselors, psychologists, OT/PT and speech therapists, paraprofessionals, secretaries, and the parent coordinator. The professional development programs prepare the entire staff to create and implement challenging content and well-developed learning strategies that will prepare ELLs to think critically and solve problems. Two clerical days in June are used by the staff to collaborate and share information about ELLs as they transition from one school level to another. Our guidance counselor meets with fifth grade ELLs in general education classes to share information about open houses and information sessions in the middle schools. All new staff members receive 7.5 hours and Special Education staff and paraprofessionals receive 10 hours of training as per Jose P. A record of the training received by the staff is on file in the ESL department. Sign-in sheets and agendas are kept on file for all professional development sessions. Some other topics for professional development may include the new Common Core State Standards (CCSS) and English Language Learners, Stages of Second Language Acquisition, Compliance/Testing, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). In addition, all staff members are informed of professional development opportunities offered through professional organizations such as UFT, SABC, etc.

E. Parental Involvement

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

Our Parent Coordinator and other members of the Language Allocation Policy (LAP) team evaluate and address the needs and concerns of

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

Our Parent Coordinator and other members of the Language Allocation Policy (LAP) team evaluate and address the needs and concerns of our parents. Utilizing data based on information of our ELL population, we provide written translation of school letters and notices to meet the language needs of our parents. The number of home languages have been tabulated and are adjusted throughout the school year to reflect our ELL population. At monthly PTA meetings parents of ELLs are encouraged to become active and involved members of the school community. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. All parents, including parents of ELLs, are asked to complete an annual survey about our school in their native language. The information from these surveys is also used to evaluate and address the needs of our ELLs and their families. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Our Parent Coordinator offers English language instruction to parents of English language learners on Tuesdays and Thursdays from 8:30 AM to 10:30 AM. Workbooks and trade books are used to build English language proficiency through real-world situations and experiences. As a culminating activity, a parent trip to the Museum of Natural History provides an excellent opportunity for parents to use English in meaningful ways. Our school, in partnership with a community organization sponsored by Cornell University, also provides Nutrition Workshops for parents of ELLs. Oral translators are available at these workshops to meet the needs of parents. Guest speakers address a variety of topics which affect the health and well-being of our ELLs. Through our Monthly School Calendar, parents of ELLs are notified of school events, PTA meetings, and the dates of New York State Assessments. The parent workshops and parent trips, made possible by Title III funding, are designed to promote literacy skills in the home. When parents, as well as their children, receive English instruction combined with helpful strategies to help them become proficient in English the academic outcomes will continue to improve. At parent meetings, the ESL teachers continue to stress the importance of developing literacy skills in both the Native Language and English. The ESL teachers provide parents with helpful resources with this purpose in mind. The successful collaboration between our Parent Coordinator, parents, and ESL teachers will result in academic success for our ELLs.

Written translation services are provided to meet the needs of parents who speak a language other than English. Parents of ELLs are provided with a translated Bill of Rights and Responsibilities. Also, letters concerning parent orientation workshops, informational videos, and brochures are available in English as well as nine other languages. Staff members and parent volunteers provide oral interpretation and written translation of letters and notices regarding meetings and workshops. When a document needs to be translated, the designated school staff member provides immediate translation. In addition, written translation services are provided by the Translation Unit. All required signage and forms are available in English as well as nine other languages.

We have found that as our ELL population becomes more diversified, our need for translators and translation services must become larger to be more in step with family needs. The school will meet the requirement of parent notification with respect to written translation and oral interpretation services by posting the written notification in a conspicuous location near the main office, the Parent Coordinator's office, and the PTA room. It will also be distributed in letter form to all parents at the beginning of the school year. If and when a translator is not available, the school would then ask for support and assistance from parent volunteers.

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)	15	24	12	4	7	4								66
Intermediate(I)	2	10	6	15	3	5								41
Advanced (A)	14	7	13	7	18	12								71
Total	31	41	31	26	28	21	0	0	0	0	0	0	0	178

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	15	3	4	0	0	1							
	I	2	5	3	3	3	2							
	A	14	7	13	7	18	12							
	P	0	13	13	17	15	5							
READING/ WRITING	B	0	18	10	2	5	2							
	I	0	12	5	14	3	3							
	A	0	5	11	7	18	9							
	P	0	2	2	0	0	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	4	11	7	0	22
5	3	9	1	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	2	1	16	0	5	0	1	0	25
5	0	1	7	1	4	1	2		16
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	1	6	2	7	0	0	0	16
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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				
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

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: P. S. 63Q - Old South		School DBN: 27Q063	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Marino Coleman	Principal		10/26/11
Yvonne Wald	Assistant Principal		10/26/11
Yolanda Arroyo	Parent Coordinator		10/26/11
Linda Genao	ESL Teacher		10/26/11
Edna Figueroa	Parent		10/26/11
Ellen Davidson	Teacher/Subject Area		10/26/11
Jesse Davidson	Teacher/Subject Area		10/26/11
N/A	Coach		10/26/11
N/A	Coach		10/26/11
Dale Samilow	Guidance Counselor		10/26/11
Joseph Blaize	Network Leader		10/26/11
Joann Cipriano	Other <u>Rel. Serv. Provider</u>		10/26/11
N/A	Other		10/26/11
N/A	Other		10/26/11
N/A	Other		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q063 **School Name:** Old South

Cluster: _____ **Network:** 531

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

Part A: Needs Assessment Findings

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

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

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

Our school's written translation and oral interpretation needs are assessed and reported in our Language Allocation Policy (LAP) which is on file in the main office for easy access by the entire school community. The number of home languages have been tabulated and are adjusted throughout the school year to reflect our ELL population. These numbers are used to address our written translation and oral interpretation needs. We have found that the major languages spoken by our ELLs and their families are as follows: Spanish (111 ELLs), Bengali (42 ELLs), Arabic (11 ELLs), Chinese (8 ELLs), Urdu (4 ELLs), French (1 ELL), and Punjabi (1 ELL). At faculty meetings, the principal provides the staff with a list of translators to help with the written translation and oral interpretation needs throughout the school year. Notices for school events and workshops are provided for parents in their native language. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. We have found that when parents are kept informed of school programs and events there is increased parental involvement and better student attendance and achievement. We believe that our efforts to reach out to parents in their native language is proving to be successful as there has been an increase in the return of parental signage and attendance at various school functions, both academic and social.

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.

Written translation services are provided to meet the needs of parents who speak a language other than English. Parents of new admits are provided with a translated Bill of Rights and Responsibilities. Also, letters concerning parent orientation workshops, informational videos and brochures are available in English as well as nine other languages. Staff members and parent volunteers provide translation of letters and notices regarding meetings and workshops. When a document needs to be translated the designated school staff member provides immediate translation. In addition, written translation services are provided by the Translation Unit. All required parental signage and forms are available in English as well as nine other languages.

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.

We provide oral interpretation services to meet the needs of our parents. Staff members and parent volunteers provide oral interpretation during Parent-Teacher conferences in one-on-one meetings and as required during the school year. At group meetings and orientations, staff members and parent volunteers ensure that parents are given oral interpretation support. By increasing parent involvement and attendance at these workshops the academic, social and emotional experiences of our students will be enhanced.

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

We have found that as our ELL population becomes more diversified, our need for translators and translation services must become larger and more in step with family needs. The school will meet the requirement of parental notification with respect to translated and interpretation services by posting the written notification in a conspicuous location near the main office, the Parent Coordinator's office, and the PTA room. It will also be distributed in letter form to all parents at the beginning of the school year. Possible barriers to the school's ability to address written translation and oral interpretation services may include not having a translator available in a particular language. If this problem occurs, the school would then ask for support from parent volunteers with the school and ask for their assistance.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School:	DBN: 27Q063
Cluster Leader:	Network Leader: Joseph Blaize
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 80 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✳3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 8

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our After School Program for third, fourth, and fifth grade students was designed to help ELLs construct and apply academic knowledge, acquire new vocabulary, and improve reading, writing, and listening skills so they can achieve academic success in literacy and mathematics. The instructional program will also provide valuable reading and math skills as well as test-taking strategies in order for our ELLs to be successful on NYS standardized assessments i.e., NYS ELA Exam, NYS Mathematics Exam, and NYSESLAT. Based on a review of assessment data, about 80% of our ELLs are below grade level and would benefit from the explicit targeted instruction provided by this program. There are 80 ELLs enrolled in the After School Program; 15 Beginners, 20 Intermediate, and 30 Advanced and 15 former ELLs. Our After School Program consists of twenty-four (24) sessions which begin in January 2012 and end in April 2012. Each session is 1 hour from 3:30 – 4:30 PM every Wednesday and Thursday. There are about 8 ELLs per class. There are two ESL teachers and eight mainstream teachers. The ESL teachers will provide inter-class rotations with all other mainstream teachers in the program within the one-hour sessions to ensure that the needs of the ELLs are addressed. A supervisor will oversee the program.

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

Part C: Professional Development

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

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

Begin description here: On-going professional development will be provided for all teachers responsible for the delivery of instruction and services to ELLs. Teachers will receive professional development to familiarize them with ESL strategies and techniques that will help to support ELLs in our Saturday Academy and in mainstream classrooms as well. Topics for professional development are based on the academic needs of our ELLs. Research-based targeted instruction along with current theories of second language acquisition is the core of our ESL program. Monthly professional development workshops provide opportunities for certified ESL teachers to share current research and new resources with mainstream teachers to help promote English language proficiency for ELLs. In addition, certified ESL teachers will attend professional development seminars and conferences offered by the UFT Teacher Center and other sources. They will “turn-key” new strategies and methodologies that can be implemented to differentiate instruction to the meet the language and academic needs of our ELLs. General education teachers will also have access to demonstration lessons, interclass visitations, and a variety of ESL resources. Teachers will meet to identify ELLs who would benefit from Academic Intervention Services (AIS) and intensive reading instruction, using the Fountas and Pinnell Intervention Kit for ELLs for grades K – 2.

Professional development will also be provided in an after school book study group made possible by Title III funding. A certified ESL teacher, at per session rate, will lead a group of ten teachers, at training rate, using the book *LEARNING TO LEARN IN A SECOND LANGUAGE* by Pauline Gibbons. The group will explore ways to turn daily classroom lessons and activities into valuable opportunities for assessment to help ELLs gain English language proficiency and meet NYS ELA standards. The book study group will consist of eight 1-hour sessions from April to June.

In 2011/2012, ESL teachers will share student assessment data from the ELL Periodic Assessment with general education teachers via an online reporting system during common preps periods. The data from this powerful tool will be used to create intervention strategies to supplement instruction in both the ESL setting and the general education classroom. Supplemental instruction is made possible by computers in all classrooms. School created assessments in general education classes will provide teachers with crucial formative data to isolate areas in need of support. Working collaboratively, ESL teachers and general teachers will create action plans and differentiate instruction to target skills that have not been mastered.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Our Parent Coordinator evaluates and addresses the needs and concerns of our parents. At monthly PTA meetings, parents of ELLs are encouraged to become active and involved members of the school community. All parents, including parents of ELLs, are asked to complete an annual survey about our school. The information from these surveys is also used to evaluate and address the needs of our ELLs and their families. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Our Parent Coordinator offers English language instruction to parents of English language learners. Workbooks and trade books are used to build English language proficiency through real-world situations and experiences. As a culminating activity, a parent trip provides an excellent opportunity for parents to use English in meaningful ways. Our school, in partnership with a community organization sponsored by Cornell University, also provides Nutrition Workshops for parents of ELLs. Guest speakers address a variety of topics which affect the health and well-being of our ELLs. Through our Monthly School Calendar, parents of ELLs are notified of school events, PTA meetings, and the dates of New York State Assessments. Notices for these events are translated and available in their native languages. The parent workshops and parent trips, made possible by Title III funding, are designed to promote literacy skills in the home. When parents, as well as their children, receive English instruction combined with helpful strategies to help them become proficient in English the academic outcomes will continue to improve. At parent meetings, the ESL teachers continue to stress the importance of developing literacy skills in both the Native Language and English. The ESL teachers provide partents with helpful resources with this purpose in mind. The successful collaboration between our Parent Coordinator, parents and ESL teachers will result in academic asuccess for our ELLs.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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