Department of Education

*Dennis M. Walcott, Chancellor*

# 2011-2012
# COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)

**SCHOOL NAME:** P.S. 063 AUTHORS' ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 320900010063

PRINCIPAL: Reinaldo Diaz-Lens

EMAIL: RDiaz15@schools.nyc.gov

SUPERINTENDENT: DOLORES ESPOSITO

## 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 |
|---|---|---|
| Reinaldo Diaz-Lens | *Principal or Designee | |
| Tracie Abrigo | *UFT Chapter Leader or Designee | |
| Agustin Rosa | *PA/PTA President or Designated Co-President | |
| Maritza Tossas | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Carmen Jacobo | Member/ PA | |
| Ricardo Ramos | Member/ Title 1 Representative | |
| Melody Perez | Member/Parent | |
| Amanda Paredes | Member/Teacher | |
| Clariza Tavarez | Member/Teacher | |
| | Member/ | |
| | Member/ | |

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

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

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

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

### WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

### HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

**Annual Goal #1**

- By June 2012, at least 50% of the literacy unit of studies in grades K-5 will be aligned to the Common Core Learning Standards.

**Comprehensive needs assessment**

Based on limited progress shown by students who scored levels 3 and 4 on the NYS ELA and mathematics exams, there is a need to create learning experiences that provide students with opportunities to engage in cognitively demanding tasks that will help deepen their thinking and understanding. As a result, an alignment of the Common Core Learning Standards with the work that we are currently engage in will set the stage to fulfilling this need.

**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:
  - Provide professional development for all our teachers in reading and understanding of the Common Core State Standards.
  - Provide collaborative planning time for teachers to meet and identify the unit of studies they want to align to CCSS.
  - Use the grade level exemplars provided by the state as a benchmark to drive teacher planning and instruction.
  - Provide common planning time for teacher teams to meet with Network Support Specialist, coaches, and administrators to review the work and make any necessary modification.
  - Provide all teachers with access to the Curriculum Mapper that provides a venue for teachers to engage in online articulation around units of study.

**Strategies to increase parental involvement**

- In order to provide parents with a better understanding of grade level expectations, in the beginning of the 2011-2012 school year, we will have an opportunity to engage parents though Professional Development in the new Common Core State Standards. Staff across the grades will outline and guide parents on how to access the CCSS using technology.

**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.

Strategies for attracting Highly Qualified Teachers:

- Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Mentors are assigned to support struggling and un qualified teachers

- All teachers will be given professional development on the implementation of the Common Core State Standards.
- All teachers will have access to the Curriculum Mapper that provides a venue for teachers to engage in online articulation around units of study.
- Teachers will have the opportunity to attend professional development provided by our Network CFN 209 and outside agencies.
- Teachers that attend workshop will have the opportunity to turnkey the information to the other teachers at grade meetings or other professional development sessions.
- Teachers will take part in lesson walks to improve their teaching practices.
- Professional literature will be provided for the teachers to enhance their knowledge in content areas.

**Service and program coordination**

- Network Support Staff
- Math and Literacy Coaches
- Administrators

**Budget and resources alignment**

As title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Students Funding (Tax Levy), Title I Funds, Title III, Funds and human resources to implement this action plan from Sept. 2012 – June 2012 as indicated below:

- Supervisor per session (3 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for After School and Saturday programs and differentiated professional development
- Title 1 funds used to fund two coaches: literacy and math
- Fair Student Funding used to provide 4 AIS teachers
- Early class size reduction funds (state) used to fund classroom teachers
- Title II A supplemental used to fund one cluster teacher and .5 cluster teachers
- Children First Network Support Funds

## ANNUAL GOAL #2 AND ACTION PLAN

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

**Annual Goal #2**

- By June 2012, students in grades K-5 will show improvement in their reading comprehension levels as measured by the end of year reading benchmarks (Fountas and Pinnell reading levels); and a 4% increase in the number of students in grades 3-5 who perform at level 3 and 4 as measured by the New York State ELA exam.

**Comprehensive needs assessment**

- Although we received an "A" for student performance on our school's progress report and scored better than 90% of our peer schools, only 54% of our students are meeting the New York State proficiency level in both reading and writing. As a result, we are currently using research-based strategies for evaluating all our data (both the student data and the instructional data), and making changes when necessary to help us achieve a greater proficiency level for all our students in literacy.

**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:

- Engage grade level teams in regular sessions at looking at student work to determine next steps in instruction, and design or select rigorous tasks that allow for multiple entry levels.
- Provide ongoing professional development through the coaches, administrators and Network support staff around analyzing student's progress and planning differentiated instruction that allows each student to work in his or her zone of proximal development.
- Support staff will push-in during the Guided Reading Block in K-5.
- Provide additional academic support (Saturday Academy Program) for all students in grades 3 – 5 who are in danger of not meeting or exceeding the grade level standards
- Running Records (Fountas and Pinnell Reading Assessment) will be collected and reviewed every 6 weeks by the grade supervisor and literacy coach and then meet with the classroom teacher to develop a plan for individual students who are not making adequate progress.
- Provide ongoing professional development through the coaches, administrators and the Network support team on differentiating content, process, and product to address different learning styles and needs and provide students with rigorous tasks.
- Build independence by allowing students and teachers many opportunities to reflect and create learning goals reflective of their ELA needs

**Strategies to increase parental involvement**

- We are aware that parents are an integral part of our students' success. Therefore, we will have monthly workshop for parents, students, and teachers to collaborate on ELA strategies that will work on fostering a caring and effective home-school partnership. Though this effort, collectively we will be able to push students to develop a higher level of comprehension.

**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.

Strategies for attracting Highly Qualified Teachers:

- Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Mentors are assigned to support struggling and un qualified teachers
- All teachers will be given professional development on the implementation of the Common Core State Standards.
- All teachers will have access to the Curriculum Mapper that provides a venue for teachers to engage in online articulation around units of study.
- Teachers will have the opportunity to attend professional development provided by our Network CFN 209 and outside agencies.
- Teachers that attend workshop will have the opportunity to turnkey the information to the other teachers at grade meetings or other professional development sessions.
- Teachers will take part in lesson walks to improve their teaching practices.
- Professional literature will be provided for the teachers to enhance their knowledge in content areas.

**Service and program coordination**

- Saturday Academy
- 37 ½ minutes Small Group Instruction
- After-School Grades 1-5
- Morning Academic Program (Targeted ESL students)
- RTI

**Budget and resources alignment**

As title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Students Funding (Tax Levy), Title I Funds, Title III, Funds and human resources to implement this action plan from Sept. 2012 – June 2012 as indicated below:

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- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for After School and Saturday programs and differentiated professional development
- Title 1 funds used to fund two coaches: literacy and math
- Fair Student Funding used to provide 4 AIS teachers
- Early class size reduction funds (state) used to fund classroom teachers
- Title II A supplemental used to fund one cluster teacher and .5 cluster teachers
- Children First Network Support Funds

## 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**

By June 2012, 4% of the students in grades K-5 will effectively display their understanding of grade appropriate mathematical concepts and skills through the successful completion of tasks that are designed to measure their problem-solving abilities through mathematical modeling, critiquing the reasoning of others, and constructing viable arguments.

**Comprehensive needs assessment**

- Although we have continued to out perform our peer schools and the district in the number of level 3's and 4's our students continue to demonstrate a need in identifying unit of measurement and the application of measurement tools.

**Instructional strategies/activities**

- Engage grade level teams in regular session at looking at student work to determine next steps in instruction, and design or select rigorous tasks that allows for multiple entry levels for all students.
- Provide ongoing professional development through the coaches, administrators and Network support staff around analyzing student's progress and planning differentiated instruction that allows each student to work in his or her zone of proximal development.
- Design performance tasks (common summative grade level assessments) based the modeling with mathematics and constructing viable arguments mathematical practices
- Provide additional academic support (Saturday Academy Program) for all students in grades 3 – 5 who is in danger of not meeting or exceeding the grade level standards
- Provide AIS support through Experience Corps- (This program utilize research-based approach to help children help at risk for academic failure)

**Strategies to increase parental involvement**

- In order to provide parents with a better understanding of student data, we will have a parent workshop to help parents better understand student achievement information by assessing and reading information off of ARIS. During the workshop teachers will demonstrate how they use the data to plan instruction and assess students.

**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.

Strategies for attracting Highly Qualified Teachers:

- Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Mentors are assigned to support struggling and un qualified teachers
  - All teachers will be given professional development on the implementation of the Common Core State Standards.
  - All teachers will have access to the Curriculum Mapper that provides a venue for teachers to engage in online articulation around units of study.

- Teachers will have the opportunity to attend professional development provided by our Network CFN 209 and outside agencies.
- Teachers that attend workshop will have the opportunity to turn-key the information to the other teachers at grade meetings or other professional development sessions.
- Teachers will take part in lesson walks to improve their teaching practices.
- Professional literature will be provided for the teachers to enhance their knowledge in content areas.

**Service and program coordination**

- Saturday Academy
- 37 ½ Small Group Instruction
- After-School Grades 1-5
- Morning Academic Program (Targeted ESL students)
- RTI

**Budget and resources alignment**

As title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Students Funding (Tax Levy), Title I Funds, Title III, Funds and human resources to implement this action plan from Sept. 2012 – June 2012 as indicated below:

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- Children First Network Support Funds

## 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**

- By June 2012, all teachers will develop a better facility with gathering and analyzing data in order to have a deeper understanding of what and how to plan to meet the needs of students. Such will be evidenced in their units of study, individualize lesson plans and the implementation of lessons that are engaging for all students.

**Comprehensive needs assessment**

- Teacher teams and teachers gather and review data to identify students' strengths and needs, but some staff do not yet have a full command of all subject area content to differentiate all instructional strategies, thus limiting meeting students' learning needs consistently across classrooms.

**Instructional strategies/activities**

- All teachers will regularly engage in grade meetings or team meetings having conversations to get a clearer understanding of what "Designing Coherent Instruction" and Designing Student Assessment" are. These meetings will be facilitated by members of the administrative team using the Danielson's Framework for Teaching as a guide.
- Data Teams will spearhead the school-wide effort in collecting, sorting, distributing, analyzing, and using data to inform instruction as teachers continue to develop their understanding of competencies 1e and 1f.
- Extensive professional development for teachers on how to use ARIS and NYStart to gather qualitative and quantitative data.

**Strategies to increase parental involvement**

- We are aware that parents are an integral part of our students' success. Therefore, we will have monthly workshop for parents, students, and teacher to collaborate on mathematical practices that will work on fostering a caring and effective home-school partnership. Though this effort, collectively we will be able to push students to become more proficient on mathematical concepts.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Strategies for attracting Highly Qualified Teachers:

- Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Mentors are assigned to support struggling and un qualified teachers
  - All teachers will be given professional development on the implementation of the Common Core State Standards.
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  - Professional literature will be provided for the teachers to enhance their knowledge in content areas.

**Service and program coordination**

- Network Support Staff
- Math and Literacy Coaches
- Administrators

**Budget and resources alignment**

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## 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**

- By June 2012, based on students' IEP's, 50% of all students within this category will demonstrate some level of improvement in the reading comprehension and problem-solving in mathematics as measured by school- based formal and informal ongoing assessment and an increase of 3% of the number of students in grades 3-5 who perform at levels 3 on the ELA or math New York State exams.

**Comprehensive needs assessment**

- Our Progress Report also indicates that although we continue to close the gap between Special Education population and the General Education students, there continues to be a small gap. As a result, we realize that we must create a clear plan of action to support our Special Education students in making adequate yearly progress.

**Instructional strategies/activities**

- Identify students eligible for mainstreaming during the literacy and math block
- Provide all Special Education teachers time during the school year to discuss and plan for these students
- Provide in-class support with push-in Guided Reading teachers with appropriate modification
- Small group instruction based on students needs during the extended day program.

**Strategies to increase parental involvement**

- We are aware that parents are an integral part of our students' success. Therefore, during IEP meetings we will address ELA strategies that will work on fostering a caring and effective home-school partnership. Though this effort, collectively we will be able to push our Special Education students to develop a higher level of comprehension.

**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 attend hiring fairs to identify and recruit highly-qualified teachers
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**Service and program coordination**

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- RTI

**Budget and resources alignment**

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## 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 | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| **K** | 15 | 8 | **N/A** | **N/A** | 4 | | 6 | 6 |
| **1** | 18 | 12 | **N/A** | **N/A** | 7 | | 7 | 8 |
| **2** | 18 | 13 | **N/A** | **N/A** | 10 | | 17 | 10 |
| **3** | 16 | 8 | **N/A** | **N/A** | 16 | | 23 | 15 |
| **4** | 15 | 8 | | | 15 | | 18 | 9 |
| **5** | 17 | 7 | | | 18 | | 19 | 9 |
| **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** | We will continue to provide AIS support for all the students who are not meeting the New York State/Common Core State Standards through differentiated instruction: guided reading workshops, small group instruction, individual conferences, and by providing developmentally appropriate materials for all students. |
| **Mathematics** | Students performing at Levels 1 and 2 are targeted to receive small group instruction.<br>Using a pull out model, these "hot list" students will receive instruction in their areas of deficiency. These students will be periodically assessed in order to monitor their progress. In the Scott Foresman and Addison Wesley curriculum, the end of the unit assessment will be use to evaluate their students' progress. Teachers will also use the Predictive Assessments to provide focused instruction.<br><br>Our model for after-school-instruction will continue. The "hot list" students will work with teachers in small groups after school. Instruction will target the needs of the student needs identified through each end of unit assessment. |
| **Science** | Students in Grade 4 performing at levels 1 and 2 are targeted for small group instruction during the independent practice time. In addition, these students are also given extra support (through differentiated instruction) during content specific instruction.<br>Teachers rely on the data to ensure that they are teaching to the needs of the students as a means of elevating their proficiency level. |
| **Social Studies** | Students in Grade 5 performing at levels 1 and 2 are targeted for small group instruction during the independent practice time. In addition, these students are also given extra support (through differentiated instruction) during content specific instruction.<br>Teachers and AIS providers rely on the data to ensure that they are teaching to the needs of the students as a means of elevating their proficiency level. |
| **At-risk Services provided by the Guidance Counselor** | Continued use of behavior modification techniques learned through the PBIS curriculum will decrease the incidents of bullying resulting in less suspensions for the 2011- 2012 school year. |
| **At-risk Services provided by the School Psychologist** | The School Psychologist services multiple schools. Her schedule does not allow for one on one counseling sessions. |

| | |
|---|---|
| **At-risk Services provided by the Social Worker** | The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline, and learning how to solve peer conflicts |
| **At-risk Health-related Services** | Healthy eating is addressed and enforced during breakfast and lunch by Lunchroom Aides. In the school year 2011-2012, the NYC mandated Nutrition Committee, comprised of both students and staff will further address the nutritional needs of our students. |

## 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.

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## 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

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. The school will maintain this information.

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 allocation for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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

- Conduct parent workshops with topics that may include: understanding curriculum and assessment expectations; 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 such as ARIS

- 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:

- Hosting educational family events/activities throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- Supporting or host Family Day events
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents to inform them 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:*

PS 63 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's academic achievement standards
- Hold Parent-Teacher Conferences to discuss individual child's achievement
- Provide parents with frequent reports on their children's progress
- Provide parents reasonable access to staff. Parents will be able to call and make appointments to meet with them during school hours
- Provide parent opportunities to volunteer and participate in their child's class by attending school functions, such as progress report conferences, class book publishing, and poetry festival
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
- Engage parents in the development of any school-wide program plan in an organized, ongoing, and timely way.
- Provide parents of participating children information in a timely manner about Title I
- Provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children
- Provide each parent an individual student report about the performance of their child on the State assessments.
- Respect cultural, racial, and ethnic differences
- Recognize the individuality of each child

*Support home-school relationships and improve communication by:*

- Conducting parent-teacher conferences each semester
- 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 in the parent's language
- 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

*Provide general support to parents by:*

- Creating a safe, supportive and effective learning community for all 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 communicate best practices for effective communication, collaboration and partnering with 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:**

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

- Monitor attendance
- Make sure that my child arrives to school on time everyday
- Make sure that my child is picked up from school on time everyday
- Look over homework assignments to check that the assignments were understood and completed
- Encourage positive attitude towards school
- Attend parent-teacher conferences
- Discourage inappropriate behavior in and outside of school
- Network with other parents
- Monitor amount of television my child watches
- Participate in decisions relating to my child's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

**III. Student Responsibilities:**

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

## 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 Marlene Wilks | District 09 | Borough Bronx | School Number 063 |
| School Name Authors' Academy | | | |

### B. Language Allocation Policy Team Composition ⓘ

| | |
|---|---|
| Principal Reinaldo Diaz-Lens | Assistant Principal Barbara Headley |
| Coach Dionne Belderes | Coach Christopher Lothian |
| ESL Teacher Alejandra Suarez | Guidance Counselor Naomi Robertson |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator A. Abudaweh |
| Related Service Provider type here | Other type here |
| Network Leader Marlene Wilks | Other type here |

### C. Teacher Qualifications ⓘ

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ESL teachers | 5 | Number of certified bilingual teachers | 1 | Number of certified NLA/foreign language teachers | |
| Number of content area teachers with bilingual extensions | | Number of special education teachers with bilingual extensions | | Number of teachers of ELLs without ESL/bilingual certification | |
| Number of teachers who hold both a bilingual extension and ESL certification | | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | | | |

### D. School Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school | 618 | Total Number of ELLs | 116 | ELLs as share of total student population (%) | 18.77% |

# 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.

1. Upon enrollment at P.S. 63, a parents/guardian will complete the student registration forms and the Home Language Survey for their child. The parents will complete the Home Language Survey indicating if there is another language besides English spoken in the home . After a review of the HLS, if it is found that the child's only language is English, the student enters a general education program where English is spoken in the classroom. If the Home Language Survey reveals that another language other than English is spoken in the home or the student's native language is other than English, then an informal interview is conducted by the pedagogue. The person conducting the informal interview and intake process is the out of classroom ESL teacher familiar with the screening process. The informal interview is conducted in English unless the parent is unable to speak the language. Otherwise, the informal interview is given in Spanish. If yet another language is spoken, we do all we can to provide a translator to assisit with the informal interview process. Once the interview takes place, the necessary information is collected from the parent/guardian and student. After evaluating the Home Language Survey and conducting the informal interview it will be determined whether the student is eligible for the initial assessment (LAB-R or Spanish LAB). The Language Assessment Battery-Revised (LAB-R) and Spanish LAB include speaking, listening, reading, and writing to assess the language proficiency of the student. The students who are Spanish speakers will be assessed using both the LAB-R and Spanish LAB. Both of these assessments will be used to help determine the student's language dominance. These assessments are administered within the first ten days of the student registering at our school. This ensures appropriate and rapid program placement for our students. The student's score on the LAB-R and Spanish LAB of Beginner, Intermediate, Advanced, or Proficient will inform us if the student is an English Language Learner or not determining his/her placement. The school keep s a copy of the scores prior to submitting the exams. It is at this point, that parents are also given a program option for their child. They may opt for a Transitional Bilingual Program, Dual Language Program, or a Freestanding ESL Program. The program options are thoroughly reviewed with the parents so they are fully informed of what each program option entails. As it currently stands, we currently offer a Freestanding English as a Second Language program at P.S. 63. Presently, we have self-contained ESL classes for grades K,1, 2, and 4. There is also a push-in/ pull-out ESL program for students not placed in a self-contained class. In addition to our initial assessements, our English Language Learners are evaluated every Spring with the New York State English as a Second Language Achievement Test (NYSESLAT). Our students are evaluated in speaking, listening, reading, and writing modalities to measure the language growth and development. In order to ensure all ELLs take the NYSESLAT, the school continously updates its K-5 ELL list using ARIS and ATS reports (RLER, LAT). A NYSESLAT schedule is created and followed prior to testing dates. The Speaking portion of the exam is administered first and is conducted on a one to one basis. It is crucial to follow the testing schedule created in order to have sufficient time for all sections of the test and allow for makeup exams to be administered. Ms. Suarez, the out of classroom ESL teacher and the self-contained ESL teachers serve as testing proctors throughout the NYSESLAT testing period.

2-4. We are committed to have the parents of our English Language Leaners understand the three educational programs available to them (Transistional Bilingual Education Program, Dual Language Program, Freestanding ESL Program). Students are screened upon their enrollment. Parents are then invited to a Parent Orientation meeting in the beginning of the school year. For this school year the parent orientation meeting was conducted by Ms. Suarez and Ms. Rodriguez, both ESL teachers. The meeting was conducted in English and in Spanish. An agenda was provided for the parents. The parents are provided with information on the child's LAB score at the beginning of the meeting. During the Parent Orientation meeting parents are given a thorough explanation of each of the programs available for their children. They are also shown a video explaining each of the programs. Our goal is to have every parent become familiar with the program options, so then they are able to make an informed decision. At the end of the meeting parents are given the program selection form along with the parent survey to complete. They are given clear directions on how to complete these forms, and given additional assistance if they need it. Parent questions and concerns are also addressed at this time. The parent feedback we have received after the orientation meeting has prompted the school to hold other parent workshops providing parents with reading and writing strategies to help their child, as well information regarding community resources available to parents. These workshops have

been led by the parent coordinator (Ms. Abudaweh) and ESL teacher (Ms. Rodriguez). For the parents who did not attend the Parent Orientation meeting at the beginning of the school year, we reach out to them during the first Parent/Teacher conference day. We are available on this day to provide information on the three program choices available. We also explain their child's LAB-R and/or Spanish LAB test results. They are then presented with the program options, followed by the completion of the program selection form and parent survey. For the parents who do not attend either meetings, we reach out to them afterschool through their classroom teacher. Our goal is to have all forms completed and returned. If for some reason a program selection form and parent survey is not returned, the student is placed in a Freestanding english as a Second Language Program. When the forms are returned they are filed in the school's compliance binder for the school year. Every effort is made so parents receive program option information. Ms. Suarez, ESL teacher, is responsible for conducting the Parent Orientation session. She also ensures that the entitlement letters are sent out to parents informing them of their child's placement. The entitlement letters include new entitltement (newly identified ELLs), continued entitlement (continuing ELLs) no entitlement (students who have reached proficiency on the NYSESLAT). Copies are made of the continued entitlement letters and filed in the school's compliance binder.

5. After the parent meeting, program selection forms are evaluated. These program selection forms are looked at carefully to ensure the parent choices are honored. The trend at P.S. 63 has been English as a Second Language as the first program of choice. Parents of already enrolled Ells have shown satisfaction with the ESL self-contained program and push-in/pull-out program. These parents are familiar with the program because of an older child and therfore will choose the program for a younger sibling. In addition we find that many parents are familiar with the program through word of mouth. They may know a child who is already an ELL at P.S. 63 and have some familiarity with the ESL teachers and the program. We have seen 29 newly enrolled ELLs in the 2011-2012 school year. Freestanding English as a Second language has been the program of choice for these parents and their children.

# 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☐ | No☒ | If yes, indicate language(s): |
| Dual language program | Yes☐ | No☒ | 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 | Tot # |
| **Transitional Bilingual Education** (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| **Dual Language** (50%:50%) | | | | | | | | | | | | | | 0 |
| **Freestanding ESL** | | | | | | | | | | | | | | |
| **Self-Contained** | 1 | 1 | 1 | 0 | 0 | 0 | | | | | | | | 3 |
| **Push-In** | | | | 1 | 1 | 1 | | | | | | | | 3 |
| **Total** | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

## B. ELL Years of Service and Programs

**Number of ELLs by Subgroups**

| Number of ELLs by Subgroups | | | | | |
|---|---|---|---|---|---|
| All ELLs | 116 | Newcomers (ELLs receiving service 0-3 years) | 90 | Special Education | 14 |
| SIFE | 1 | ELLs receiving service 4-6 years | 26 | 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 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | Total |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 90 | 1 | 9 | 26 | 0 | 5 | 0 | 0 | 0 | 116 |
| Total | 90 | 1 | 9 | 26 | 0 | 5 | 0 | 0 | 0 | 116 |

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

## C. Home Language Breakdown and ELL Programs

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

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

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | | | | | | | |
| | **K** | | **1** | | **2** | | **3** | | **4** | | **5** | | **6** | | **7** | | **8** | | **TOTAL** | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| 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):<br>African-American: ___ Asian: ___ Hispanic/Latino: ___<br>Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___ | |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | |
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **TOTAL** |
| Spanish | 25 | 15 | 21 | 11 | 14 | 5 | | | | | | | | **91** |
| Chinese | | | | | | | | | | | | | | **0** |
| Russian | | | | | | | | | | | | | | **0** |
| Bengali | | | | | | | | | | | | | | **0** |
| Urdu | | | | | | | | | | | | | | **0** |
| Arabic | 1 | 1 | | | | | | | | | | | | **2** |
| Haitian | | | | | | | | | | | | | | **0** |
| French | 2 | 2 | 1 | 1 | 2 | 3 | | | | | | | | **11** |
| Korean | | | | | | | | | | | | | | **0** |
| Punjabi | | | | | | | | | | | | | | **0** |
| Polish | | | | | | | | | | | | | | **0** |
| Albanian | | | | | | | | | | | | | | **0** |
| Other | 4 | 2 | 2 | | 2 | 2 | | | | | | | | **12** |
| **TOTAL** | **32** | **20** | **24** | **12** | **18** | **10** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **116** |

# 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?

1-4. P.S. 63, has four self-contained ESL classes (Kindergarten, First grade, Second grade, and Fourth grade) and one ESL teacher who follow the push-in/pull-out model. The teachers in the self contained ESL classrooms follow the school's standards based curriculum for Reading and Math. P.S. 63 implements, a genre driven, theme based literacy program, where the workshop model is followed and specific ESL strategies are used throughout instruction. There is a language focus embedded in the mini lessons, during guided and shared reading. Teachers also embed the language work throughout "teacher talk". The differentiating is evident in the end product of the unit study. Teachers will differentiate accordingly for those students that are newcomers. This may entail a shorter piece of writing to go along with a visual. Teachers also choose the mentored texts for the unit. This allows them to choose texts with strong supportive structures that are useful to their Ells. In addition, they are able to choose texts that their students can enjoy by using prior knowledge. Fountas and Pinnell phonics lessons comprise the word study portion of the curriculum focusing on phonemic awareness, phonics, and spelling. Students also participate in small group literacy cents and listening centers that are differentiated to target the needs of ELL students.

The Math program at P.S. 63 also follows the workshop model. Various materials are used such as textbooks, workbooks, and a resource kit from Scott Foresman for teachers to use. The resource kit contains the math text and assessment materials in Spanish for the Spanish speaking newcomers. The use of math word wall and manipulative in the classroom help to support instruction for the ELLs. Teachers will add a language objective to their math lessons, since the subject relies heavily on vocabulary terms. This is done continuously throughout the year in order to build upon the content they are familiar with. A morning group is organized yearly in order to provide the necessary support for the students taking the Math test in Spanish. The group works with an ESL out of classroom teacher and the goals are aligned with those of the classroom teacher. This program has proven to be successful for our school as our students have been able to score 3's on their Math exam. It is important to note that his program is structured to review the Math in the student's native language as well as introduce vocabulary in English. All content areas are taught in English using FOSS & Delta program and the social studies we follow the Haughton Mifflin Harcourt S.S. of N.Y.C. program. Hands –on projects, experiments, and vocabulary building activities are utilized to enhance student learning. Throughout the instructional day, teachers implement numerous ESL strategies including scaffolding, visual and academic, reciprocal teaching, total physical response, cooperative learning, vocabulary building, and the language experience approach. In the classroom, teachers display word walls, charts, graphs, and graphic organizers to support language acquisition and help students grasp concepts and achieve grade level standards.

## A. Programming and Scheduling Information

5-7. Plan for Newcomer ELLs- In order to meet the needs of our newcomers, we begin with informal and formal assessments. They include the LAB-R, Spanish-Lab, running records, math and writing assessments. Students speaking only Spanish are also assessed using "El Sol". This program assesses the literacy development of newcomers, including alphabet, sight word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. In addition, the out of classroom ESL teacher pick up this beginner group every day for an hour and work with students in small cooperative groups focusing on English language development while incorporating the listening, speaking, reading, and writing strands. The small group instruction is theme-based. This allows the teacher to use themes that are of great interest to the students. The themes range from "Animals" to "New York State". Using theme based instruction allows for various content areas to be used in the instruction. Students at the beginner level, also use the Avenues program and Rigby's "On Our Way to English" guided reading books as additional resources.
Plan for SIFE students- Upon admittance, SIFE students are assessed in reading, writing, and math skills through the LAB-R and school assessments. These assessments will help determine their needs. A plan of action is decided upon to help the student achieve grade level standards. SIFE students will be supported through small group work via the push-in/pull-out model with the ESL, Academic Intervention Services, and the morning program at the school. The focus with our SIFE students is to introduce letters and sounds, so they may have a starting point in the classroom. The Imagine Learning software is also helpful in providing SIFE students with the visuals and repetition they need when introduced to the new language, letters, and sounds.

Plan for long-term ELLs- P.S. 63 has specific goals in place to support the learning of our long-term ELLs. This support is designed to help our long-term ELLs, who are mainly Special Education students, reach proficiency on the NYSESLAT. In cases where a long term ELL is in a monolingual class, the classroom teacher and an ESL teacher will collaborate closely to target the needs of that student. We have found that reading and writing are the strands our long-term ELLs struggle with the most. This has led us to focus on writing when pulling out our upper grade Special Education students. At this time students are taught specific strategies to use in their writing. These students normally struggle with the writing process, especially with pre-writing and drafting components. The objective is to simplify by using graphic organizers to help them brainstorm their ideas and then support them as they scaffold their writing. P.S. 63 also has a guided reading program set up throughout the school, which enables each student to work with a teacher in a small group according to their instructional reading level. Some strategies used with these specific students, have been monitoring during reading, self-correcting, re-reading to clarify meaning, problem-solving new words, retelling, and summarizing.

Plan for ELLs in Special Education- The ELLs identified as having special needs receive ESL small group instruction via the push-in/pull-out model. Through small group work and ongoing assessments, the needs of these students will be continually reassessed, with a focus on reaching the goals of the IEP and achieving English language proficiency on the NYSESLAT. When working with these students during guided reading there is a language focus and a mini writing extension embedded to the group lesson. This allows the teacher to focus on sight words, letter sounds, and vocabulary to support the reading. In addition, the teacher assesses comprehension of the text using short question and answers. In order to continue to support our Special Education ELLs the school is working on a plan of action to support this population in making adequate yearly progress. Eligible Special Education students including ELLs will be identified to be mainstreamed during the Literacy or Math block. Our goal will be to see a level of improvement in Reading and math with our Special Education/ELL population. Planning and implementing of this initiative will be strategic so Special Education ELLs continue to receive their mandated units for the week.

**Courses Taught in Languages Other than English**

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

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

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

| | |
|---|---|
| Science: | |
| | |
| | |
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| | |

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| | |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|---|---|---|---|
| | **Beginning** | **Intermediate** | **Advanced** |
| ESL instruction for *all* ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **For TBE /DL programs:** Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|---|---|---|
| | **Beginning** | **Intermediate** | **Advanced** |
| ESL instruction for *all* ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **For TBE /DL programs:** Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

## 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% | |
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Freestanding ESL |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| TIME | BEGINNERS INTERMEDIATE ADVANCED |

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

## B. Programming and Scheduling Information--Continued

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

8. The school will provide targeted intervention for ELLs in ELA through small group instruction and individual conferences between teacher/student. This intervention is provided in English, and to all levels of English Language Learners The small group instruction will occur during guided reading. The ELL students are grouped according to their reading levels and a teaching focus is identified for each session. This focus will be determined by the needs of the students in the group. The ELL guided reading groups will be using the Rigby "On Our Way to English" guided reading sets. These leveled texts allow for teachers to focus on oral language development and a reading strategy focus. For Math, targeted small group instruction is available to students in a "hot list" including ELLs. Using a pull out model, these students receive instruction in an area of deficiency. The students are periodically assessed to monitor their progress. In addition, to the small group Math instruction, ELLs will also participate in a program targeting students who have scored 3's and 4's on the Math State Exam. These students will work on grade appropriate mathematical concepts and skills through the completion of problem solving tasks. The goal is to have these students moove from the level 3's and 4's. There are 14 current and former ELLs particiapting in this Math program.

9. ELLs who have reached proficiency on the NYSESLAT will continue to receive time and a half on the ELA and Math state Exams. A list of ELLs who are testing in grades 3-5 is generated for administration and teachers in the Fall and periodically updated. This list includes current ELLs and former ELLs (two years or less) that are eligible to receive the additional time for testing. This information is helpful for teachers when preparing their students for test taking.

10-13. The Freestanding ESL program and the push-in/pull-out program uses a variety of methods to address the needs of English language learners. A plethora of listening activities, hands-on manipulatives, literacy and math games are incorporated into the push-in/push-out lessons. In addition each ESL classes also have access to alphabet flashcards, language activity sets, books on tape, sight-word readers, photo cards, and other manipulatives to facilitate language acquisition. Students have access to laptops and smart boards to aid in reading, writing, and language development. Students also use the Imagine Learning English program throughout grades K-5 to support their language development. ELLs are using this program for a minimum of 60 minutes per week. The placement test in the Imagine Learning English program determines the starting point and focus for each student in vocabulary instruction, oral language development, and reading comprehension. In using this program, the students have the opportunity to apply reading skills and strategies they learn as they go through the various reading passages and activities. The program allows for progress monitoring which supports supports the teacher in planning for classroom instruction.

14-17. We aim to provide a welcoming environment for our newly enrolled ELLs. We do this by grouping them accordingly to receive extra language support. In addition to working with their classroom ESL teacher these students are pulled out for morning group during the school day. Morning group provides a common setting for the beginner students. The teacher will focus on learning letters, sounds, vocabulary, phonics activities, and oral development in the beginning stage of language acquisition. In the small group setting students needs can be addressed promptly. In addition, the small-group ESL teacher communicates on a weekly basis with the other classroom teachers. They are able to thoroughly discuss the language progress of the students. In the 2011-2012 school year we have see an increase in the number of African students when comparing to previous years. Nonetheless, most of these students have come to us speaking some English as well as their native language. We also continue to see a high number of Spanish speakers throughout the grades. Some of the Spanish-speakers who speak no English require native language support. With that we are able to provide some English-Spanish materials for our students to use. This may be in the form of basic books or flashcards. This has been helpful to some of our students. The materials are used until they can transition to materials that are solely in English.

## 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)?

## D. Professional Development and Support for School Staff

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

***Professional development opportunities are provided throughout the year to improve instruction for the ELL population. ESL teachers have found that a beneficial form of PD has been collaborating with one another during the monthly meetings. At this time ESL teachers of various grades get together to discuss, share and strategize ways in which to best support our students. Often times, similar issues may arise and that is where collaborating to address the problem becomes very helpful. The agenda for each meeting depends on what is taking place in the ESL classrooms or what is taking place for the school as a whole. Several workshops conducted yearly by the ESL department also include a NYSESLAT informational session, where teachers are informed on ways to use the data form NYSESLAT scores to aid in the instruction of their ELL students. Another in-house workshop addresses the methodology on second language acquisition along with strategies for supporting second language comprehension. Classroom teachers are provided with numerous strategies to use with ELLs, along with using graphic organizers and differentiating lessons to support ELLs in the monolingual classroom. In addition, ESL out of classroom teacher meets with the monolingual classroom teachers every 4-6 weeks to share information concerning ELL students. New ESL teachers will attend workshops provided by our network. Our network support specialist for ELLs will be coming in and conducted workshops and learning walks for the ESL teachers.

## 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?

Parent contact is established from the first moment the parents enroll their child in P.S. 63. They are assisted in completing the Home Language Survey accurately upon where ELLs are identified. After assessment through the LAB-R and Spanish LAB, a student in need of ESL services, is identified. The parents of all ELL students are invited to attend an orientation and informational meeting at the beginning of the school year. This meeting is presented in English and Spanish. It informs parents of the language programs choices available for their child. Parents are also provided with a description of the ESL program currently offered at P.S. 63. Parent questions and concerns are addressed. at this time. Another workshop presented in English and Spanish, is provided for ELL parents in November. This workshop helps parents understand the importance of reading levels, developing vocabulary, reading strategies along with activities they can use at home to benefit their child. We highly encourage parental involvement throughout the school year in order for the ELL students to become productive learners. The Parent Coordinator is key in providing support and information regarding community services to families. The School Leadership team and the Parent Association are comprised of teachers, parents and administration to encourage parent input in the school's academic programs and activities. In the upcoming school year, the ESL department would like to coordinate at least two other workshops for parents of ELL students. These workshops will provide further information about how parents can support their child in content areas and help them achieve success on the NYSESLAT, ELA, and Math exams.

# 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) | 19 | 7 | 6 | 1 | 3 | 2 | | | | | | | | 38 |
| Intermediate(I) | 2 | 10 | 7 | 3 | 5 | 0 | | | | | | | | 27 |
| Advanced (A) | 11 | 3 | 11 | 8 | 10 | 8 | | | | | | | | 51 |
| Total | 32 | 20 | 24 | 12 | 18 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Listening/ Speaking | B | 2 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| | I | 6 | 3 | 0 | 0 | 0 | 0 | | | | | | | |
| | A | 5 | 8 | 10 | 3 | 5 | 1 | | | | | | | |
| | P | 1 | 5 | 8 | 10 | 13 | 6 | | | | | | | |
| Reading/ Writing | B | 12 | 3 | 3 | 0 | 2 | 0 | | | | | | | |
| | I | 2 | 5 | 5 | 4 | 6 | 0 | | | | | | | |
| | A | 0 | 10 | 10 | 9 | 10 | 7 | | | | | | | |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |

| NYS ELA | | | | | |
|---|---|---|---|---|---|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 0 | 3 | 6 | 0 | 9 |
| 5 | 0 | 6 | 6 | 0 | 12 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 0 | | 1 | | 8 | | 2 | | 11 |
| 5 | 0 | | 4 | | 5 | | 3 | | 12 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 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 | | 0 | | 8 | | 4 | | 12 |
| 8 | 0 | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---|---|---|---|---|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| 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 |

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

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

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

1-6. In order to assess the early literacy skills of our ELLs, we use the Fountas and Pinell benchmark assessment system. These assessments are administered when the student is first admitted to our school and every six weeks. This reading assessment helps us have a clearer view of the student's reading process, fluency, and comprehension. In addition, we are able to determine the independent and instructional reading level of the student. The results of this assessment, helps in grouping our ELL students and supports our instructional planning. We use the results to support our use of specific ESL strategies in small group and whole group lessons. Students who only speak Spanish are assessed using "El Sol". This program assesses the literacy development of newcomers, including alphabet, sight- word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. "El Sol" provides us with a better understanding of the literacy knowledge of our Spanish speakers. With this information we have a starting point in working with the student.
Data patterns for LAB-R and NYSESLAT- We have a large number of Beginner Kindergarten students at our school. We see this number decrease as students advance in grade. The data shows in Kindergarten 19 beginners, First grade 7 beginners, Second grade 6 beginners, Third grade 1 beginner, Fourth grade 3 beginners, and Fifth grade 2 beginners. The numbers of beginners in the upper grades is due to newly enrolled ELLs. The number of Intermediate students is low in Kindergarten. This number increased in First and Second grade. It then decreased again in Third, Fourth, and Fifth grade. There was greater fluctuation across K-2 in the Advanced level. For Third, Fourth, and Fifth grade the numbers remained higher. Our school data reveals that there is a L2 stall in the Intermediate/Advanced levels on the NYSESLAT. There is evidence that the stall is due specifically to the Reading/Writing modalities. Students are faring well in Speaking and Listening modalities, but when it comes to the Writing they are scoring lower. It is our upper grade students who are not showing sufficient progress and tend to remain in the Advanced levels instead of moving towards a Proficient level.
We have reviewed our NYSESLAT exam results carefully and find that our Advanced upper grade students have reached proficiency in the Listening, Speaking, and Reading modalities. However, they are not reaching the proficiency level in the Writing modality. On average there is a 10-15 point difference when it comes to reaching proficiency in the Reading/Writing modality, mainly due to the writing portion of the NYSESLAT exam. This has led us to examine ways in which to improve student writing. One way in which this will be addressed is by supporting our ELLs in the classroom through strategy and process charts. In their mini-lessons, teachers name the skill that the students are expected to learn, and then they model "how" students are expected to achieve that skill. By naming the "what" and "how", students are able to implement the new learning independently. To reinforce independence, teachers provide students with multiple strategies for each skill. These skills are then charted to support our ELLs in meeting grade level standards and move towards fluency in writing.
We evaluate the success of our English as a Second Language program by looking at the results of various assessments throughout the year and individual student performance. The results of the NYSESLAT exam, gives us a clear picture of where a student is in their language development. We look at where the student stands within each modality. When comparing the test scores from different years we are able to see the language growth for that student. We can also pinpoint the modality where the student is weaker and find ways to support the

student. The ELA and Math exams also provide us with useful data as to how the student has grown throughout the school-year. In addition the student's individual performance in the classroom tells us how the student is progressing specifically in Reading, Writing, Science, and Social Studies. The student's daily work and end of unit projects serve as indicators of the progress they are making with new content and their language development. We look for evidence of growth from our students both in content knowledge and language. In looking at assessments and student performance, we are also focusing on how teacher planning and instruction is effectively meeting the needs of our ELL students. At P.S. 63 we have to continuously revisit and evaluate how our ELL program is working to see if we are successfully addressing the specific needs of our ELL population.

## 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.

I

# Part VI: LAP Assurances

**School Name:** P.S. 63 Authors' Academy **School DBN:** _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---|---|---|---|
| Reinaldo Diaz_Lens | Principal | | 12/19/11 |
| Barbara Headley | Assistant Principal | | 12/19/11 |
| A. Abuadaweh | Parent Coordinator | | 12/19/11 |
| Alejandra Suarez | ESL Teacher | | 12/19/11 |
| | Parent | | 12/19/11 |
| | Teacher/Subject Area | | 12/19/11 |
| | Teacher/Subject Area | | 12/19/11 |
| Dionne Belderes | Coach | | 12/19/11 |
| Christopher Lothian | Coach | | 12/19/11 |
| | Guidance Counselor | | 12/19/11 |
| | Network Leader | | 12/19/11 |
| | Other _____ | | 12/19/11 |

| School Name: P.S. 63 Authors' Academy | | | School DBN: _____ |
|---|---|---|---|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Other _____ | | 12/19/11 |
| | Other _____ | | 12/19/11 |
| | Other _____ | | 12/19/11 |

CEP Appendix 7

# LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** _____ **School Name:** **P.S 63 Authors' Academy**

**Cluster:** _____ **Network:** **209**

**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.

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

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

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

**Part B: Strategies and Activities**

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

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

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

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

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

The school wil continue to use its internal resources as well as those that are provided by the DOE to ensure that all parents and guardian receive parental notifications in their language of choice. All formal comunication documents will be placed in a visible location in the main office as well as in the PA/PTA office. We further support Chancellors' Regulation A-663 by informing parents of their rights to be informed during conferences and celebrations and ensuring them that the school will provide them with translation services.

## 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: P.S. 63 | DBN: 320900 |
| Cluster Leader: Charles Amundsen | Network Leader: Marlene Wilks |
| This school is (check one): ☒conceptually consolidated (skip part E below)<br>☐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):<br>☒Before school ☒After school ☒Saturday academy ☐Other: _____ |
| Total # of ELLs to be served: 142<br>Grades to be served by this program (check all that apply):<br>☒K ☒1 ☒2 ☒3 ☒4 ☒5<br>☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12 |
| Total # of teachers in this program: 7<br># of certified ESL/Bilingual teachers: 7<br># of content area teachers: 0 |

| Part B: Direct Instruction Supplemental Program Information |
| --- |
| Describe the direct instruction supplemental program here and include the<br>• rationale<br>• subgroups and grade levels of students to be served<br>• schedule and duration<br>• language of instruction<br>• # and types of certified teachers<br>• types of materials |
| Begin description here: P.S. 63, has four self-contained ESL classes (Kindergarten, First Grade, Second Grade, and Fourth Grade). In total we provide ESL service to 142 students via the push-in/pull out model or via the self contained model. The ESL Coordinator follows the push-in or pull-out model based on students' needs. The ESL classroom teachers follow the school's standards based curriculum for Reading and Math, which is a genre, theme based literacy program. The workshop model is followed and specific ESL strategies are used throughout the instructional day. There is academic language embedded in every lesson. The instruction is tailored to the needs of the students and is evident in the summative assessment. Teachers also differentiate the process according to the students' proficiency level. Teachers also choose mentor texts for the units. This allows them to expose students to texts with strong supportive structures. Using mentor texts, allows teachers to select high interest books to engage students in the units. In addition, we use Fountas and Pinnell Phonics Lessons focusing on phonemic awareness, phonics, and spelling to support our beginner and intermediate students. The ESL Coordinator follows the same standard curriculum; however, she implements a variety of strategies in a small group so the instruction is more focused. One of the programs she follows is Rigby's "On Your Way to English". This program is used in combination with leveled guided reading books and books on tape to support students' academic levels. There are also many listening activities, hands-on manipulatives, and literacy and math games are also incorporated. Student also have acess to the computer program Imagine Learning. In addition, the Title III supplementary program is available before school. The morning program meets 7:30-8:30 five times a week in groups of five where emphasis is placed on hands on projects where students develop language. The before school program are taught by ESL teachers, who first assess the students and then create a plan of action to meet students' needs. The students are assessed biweekly and the plan revised when necessary. Many of the students who participate in the supplementary program are mostly beginner ELLs who are also classified as emergent learners. As a result, the instructional program focused on giving students the strategies (graphophonic, syntactic, and semantic) they need to build their reading skills. The teacher for the program begins with a direct teach where she models for students then they are given an opportunity to practice at different workstations. The stations are designed to reinforce the concept being taught. During station time , students use Leap Pads to support language development and reading comprehension. Students in Kindergarten are engaged in the "Awards" Program which is an on-line subscription program curtailed to Kindergarten students which also provides hands on learning activities. The centers are also equiped with "I Can Build Simple Words Kit." The teacher then circulates the room working with individual or small group of students. Academic language is also a focused. Whatever text is being explored, the teacher selects at least two academic words to unpack within the context of the text. They also get to explore then identify words in other context such as the different content areas.<br><br>_ |

| Part C: Professional Development |
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| 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.<br>• rationale<br>• teachers to receive training<br>• schedule and duration<br>• topics to be covered<br>• name of provider |
| Begin description here: Professional development opportunities are provided throughout the year to improve instruction for the ELL population. ESL teachers have found that a beneficial form of PD has been collaborating with one another during the monthly meetings. At this time ESL teachers of various grades get together to discuss, share and strategize ways in which to best support our students. Often times, similar issues may arise and that is where collaborating to address the problem becomes very helpful. The agenda for each meeting depends on what is taking place in the ESL classrooms or what is taking place in the school as a whole. Several workshops conducted yearly by the ESL department also include a NYSESLAT informational session, where teachers are informed on ways to use the data form NYSESLAT scores to aid in the instruction of their ELL students. Another in-house workshop addresses the methodology on second language acquisition along with strategies for supporting second language comprehension. Classroom teachers are provided with numerous strategies including graphic organizers and differentiated lessons to support ELLs in the monolingual classroom. In addition, the ESL out of classroom teacher meets with the monolingual classroom teachers every 4-6 weeks to share information concerning ELL students. The ESL teacher will present the information to the staff. Our ELLs are continuing to use the Imagine Learning software. Teachers will attend six all day workshops in February 2012. The topics to be covered are; student engagement, using questioning and discussion techniques, Native language support, secondary language literacy through literature and planning for instruction. These workshops will be conducted by New York University. |

| 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.<br>• rationale<br>• schedule and duration<br>• topics to be covered<br>• name of provider<br>• how parents will be notified of these activities |
| Begin description here: Parent contact is established from the first moment the parents enroll their child in P.S. 63. They are assisted in completing the Home Language Survey accurately upon where ELLs are identified. After assessment, through the LAB-R and Spanish LAB, a student in need of ESL services is identified. The parents of all ELL students are invited to attend an orientation and informational meeting at the beginning of the school year. This meeting, presented in English and Spanish, informs |

| Part D: Parental Engagement Activities |
|---|
| parents of the language programs available for their child. Parents are also provided with a description of the ESL program offered at P.S. 63 and information about the testing requirements of the ELLs. Questions and concerns are addressed. At this time, parents complete the program selection survey. Another workshop presented in English and Spanish, is provided for ELL parents in November. This workshop helps parents understand the importance of reading levels, developing vocabulary, and reading strategies along with activities they can use at home to benefit their child. P.S. 63 encourage parental involvement throughout the school year in order for the ELL students to become productive learners. The Parent Coordinator provides support and information in both English and Spanish regarding community services to families. The School Leadership Team and the Parents Association are comprised of teachers, parents and administration to encourage parent input in the school's academic programs and activities. In the upcoming school year, the ESL Department would like to coordinate at least two other workshops for parents of ELL students. These workshops will provide further information about how parents can support their child in content areas and help them achieve success on the NYSESLAT exam. Parent communication is established and maintained during the year through phone calls, progress reports, and reports cards. Correspondence occurs in English and Spanish. Translation services are also provided for parents when necessary, especially during parent teacher conferences. Furthermore parents are invited to attend monthly writing celebrations to share their child's growth and understanding of the writing process in the specific genres. They are also invited to attend school-wide programs that include performances and highlights their special talents. |

| 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)<br>• Per session<br>• Per diem | _____ | _____ |
| Purchased services<br>• High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials<br>• Must be supplemental.<br>• Additional curricula, | _____ | _____ |

| 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. |
| instructional materials.<br>• Must be clearly listed. | | |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| **TOTAL** | _____ | _____ |