



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: PS 63 STAR ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M063

PRINCIPAL: DARLENE CAMERON EMAIL: DDESPEIGNES@SCHOOLS.NYC.GOV

SUPERINTENDENT:

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Darlene Cameron	*Principal or Designee	
Bradley Bond	*UFT Chapter Leader or Designee	
Christine Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Mimi Rapoport	Member/Teacher	
Heather Madigan	Member/Teacher	
Carly Warren	Member/Teacher	
Sara Schapiro	Member/Teacher	
Maria Santana	Member/Parent	
Latasha Staunton	Member/Parent	
Jeanne Campbell	Member/Parent	
Markular Boons	Member/Parent	
Brock Withim	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how star Academy is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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?

- YSTAR Academy should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of star Academy’s needs.
- YSTAR Academy should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires star Academy 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. YSTAR Academy is encouraged to use the template as it is provided, or align it in accordance with star Academy’s goals, or replace it entirely with a Parent Involvement Policy created by star Academy 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.

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.

<p>Annual Goal #1 June 2013, teacher effectiveness will be improved, as measured by Charlotte Danielson's Framework's 3 Domains, Planning and Preparation, The Classroom Environment, and Instruction.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> Data has been gathered through state teacher data, formal and informal observations and they indicate that teachers need to improve in the domains selected. A needs assessment was administered after looking at the state tests and acuity. Students require more inferential thinking and real world problem solving.
<p>Instructional strategies/activities</p> <ol style="list-style-type: none"> Principal adjusting prep schedule to accommodate one to one meetings with all teachers to conduct observations and provide targeted feedback. Administrators and Network Team will also assess using Danielson framework Create an internal schedule of when the observations will take place During walk-throughs, informal observations will be written up. Administrators will conduct Professional Development (PD) sessions, develop goals with teachers through classroom inter-visitations, self-evaluations (watching videotaped lessons) and observations of lessons Teachers will assess themselves using the framework over various points throughout the year to assess progress; administrators will also assess using Danielson framework
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> Curriculum nights will be provided to parents in order to review student progress. School newsletter is given out to parents. Parents review Danielson's Framework at SLT meetings.
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> Indicate star Academy's Title I status: <input checked="" type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program (TAP) <input type="checkbox"/> Non-Title I Select the fund source(s) that star Academy is using to support the instructional goal. <p> <input checked="" type="checkbox"/> Tax Levy <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title IIA <input type="checkbox"/> Title III <input type="checkbox"/> Grants <input type="checkbox"/> Other </p> <p>If other is selected describe here:</p>

Service and program coordination

- In school
- Half day Professional Development
- Professional Development Goal Meetings with administration

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 2013, All Math Curriculum Maps will be upgraded to include research based instructional practices that lead to the achievement of 75% of male students of African American and Latino descent as measured by a comparison of acuity tests with a 10% increase from last year's acuity test.

Comprehensive needs assessment

- As part of the Inquiry work for 2011-2012, teachers and administrators evaluated the current curricula in how it aligned to the Common Core Learning Standards (CCLS). In the process we realized that implementing Understanding By Design planning into our Math content areas was necessary to ensure that they addressed problem solving skills mandated by the CCLS.
- Item analysis of 2012 NYS Math tests revealed that students struggled with questions that required conceptual, rather than procedural understanding. Curriculum maps in all content areas based on Understanding by Design and Bloom's Revised Taxonomy are designed with a focus on building conceptual understanding and critical thinking.

Instructional strategies/activities

- a. Common Planning for grade level teams with Assistant Principal.
- b. Common planning with administrators.
- c. Professional development sessions with a focus on UBD planning and performance tasks on grade level and school level teams with Data Specialists/Administrators/Coaches

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate star Academy's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that star Academy is using to support the instructional goal.

_____ x _____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Inquiry meetings by grade level teams weekly to measure effectiveness of units in student work.
- Weekly data meetings with data specialist.
- Monthly data meetings with administrators.

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 2013, 100% of teachers will be able to assess their practice across 3 domains (Planning and Preparation, The Classroom Environment, and Instruction) as measured by the Danielson Framework and self and peer assessment of observed lessons.

Comprehensive needs assessment

- Last year, teachers began evaluating themselves and provided peer feedback using the Danielson framework. From the feedback, it was determined that 75% of the staff was between developing and effective.
- Acuity, performance tasks, and Teacher’s College running records indicated that students need more opportunities to become independent and monitor their own learning.
- 2011-2012 inquiry work focused on teacher questioning to provide students with more opportunities for higher order thinking using Bloom’s Revised Taxonomy. Transcripts of lessons demonstrated teacher talk 75% of the time and student talk taking place 25% of the time. This year, transcript of lessons will demonstrate teacher talk 50% of the time and student talk 50% of the time.

Instructional strategies/activities

- a. On Chancellor’s Conference Days, PD Half Days, and Inquiry Extended Day sessions, professional development sessions will be held to help teachers deeply understand the three domains.
- b. Classroom inter-visitations to provide each other with feedback and practice using the Danielson Framework
- c. Create a school-wide shared vocabulary for identifying and determining teacher effectiveness
- d. Teachers will develop PD goals based on self-evaluations of their observations based on the Danielson Framework
- e. Teachers will assess themselves using the framework over various points throughout the year to assess progress

Strategies to increase parental involvement

- Parents will be provided with copies of the Common Core and the Danielson Framework at SLT meetings.
- The Common Core will be discussed in the classrooms during curriculum nights and during parent/teacher conferences.

Budget and resources alignment

- Indicate star Academy’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that star Academy is using to support the instructional goal.

 X Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Weekly school wide inquiry meetings where teachers will assess their lessons and student work.
- Goldmansour & Rutherford Integrated Collaborative Teaching Professional Development for new teacher teams.
- Teachers College staff developers with teacher teams.
- Weekly meetings with data specialists
- Monthly meetings with administrators.
- Weekly common planning meetings with administrator.

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.

<p>Annual Goal #4 By June 2013, 90% of all teachers will be able to align instruction to the Common Core Learning Standards, as measured by administrator's observations of lessons and lesson plans.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> A close analysis of student work and performance tasks indicated that the New York State Science and Social Studies Scope and Sequence did not reflect the same rigorous expectations that will be forthcoming in 2014, based on the CCLS.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none"> All teachers will be offered professional development as teacher teams in UBD planning and performance tasks to increase their effectiveness in planning meaningful units. Inquiry work will be based on the Common Core learning standards and classroom data. Data specialists will work with teacher teams to identify student need and track progress according to the CCLS.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> N/A
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> Indicate star Academy's Title I status: <input checked="" type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program(TAP) <input type="checkbox"/> Non-Title I Select the fund source(s) that star Academy is using to support the instructional goal. <p>_____ Tax Levy <u> x </u> Title I _____ Title IIA _____ Title III _____ Grants _____ Other</p>
<p>Service and program coordination</p> <ul style="list-style-type: none"> Weekly common planning with administrators. Weekly data meetings with data specialist. Monthly data meetings with administrators.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in star Academy.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson – Grades 1-3	Small group	20 Minutes Daily during the school day
	Reading Recovery – Grade 1	One on One	30 Minutes during the school day
	Shared Reading – All Grades	Small group, whole class	20 Minutes during the school day
	Close Reading – All Grades	Small group	Reading Workshop, during the school day, daily
	Interactive Writing – All Grades	Whole class, small group	During the school day during Writing Workshop
	Guided Reading – All Grades	Small Group	During the school day in Reading Workshop, After-School during extended day.
Mathematics	Mathematical Concepts, Progressions and Models/Tools targeting Concrete, Pictorial, Verbal, Abstract (CPVA) modes of thinking- All Grades	Whole Class, Small group, Math Stations	School Day and extended day
Science	Shared Reading – All Grades	Small group, whole class	20 Minutes during the school day
	Close Reading – All Grades	Small group	During the school day, daily

	Interactive Writing – All Grades	Whole class, small group	During the school day
	Experiments - All Grades	Whole Class, small group	During the school day
Social Studies	Shared Reading – All Grades	Small Group, Whole Class	20 Minutes during the school day.
	Close Reading – All Grades	Small group	During the school day
	Interactive Writing – All Grades	Whole Class, Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social skills building Relational aggression Cooperative play verbalization of feelings, self-regulation of feelings of frustration/rage, depression	Small group, one-on-one	School Day – Social Skills building, relational aggression, cooperative play, verbalization of feelings, self-regulation

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Teacher mentoring program.
- New teacher center mentor.
- On Chancellor's Conference Days, Professional Development (PD) Half Days, and Inquiry Extended Day sessions, professional development sessions will be held to help teachers deeply understand the requirements of being a highly effective teacher.
- Create a school-wide shared vocabulary for identifying and determining teacher effectiveness
- Professional development provided by Teachers College reading and writing program.
- Professional development provided by Dr. Nicki Newton.
- Metamorphosis Math professional development.
- Children's First Network professional development
- Goldmansour and Rutherford professional development
- Integrated Collaborative Teaching professional development through Administrators and outside resources.
- Data Specialists assist teachers with on-going data assessments.
- Teachers will develop PD goals based on self-evaluations of their observations based on the Danielson Framework
- Teachers will assess themselves using the framework over various points throughout the year to assess progress.
- Teacher teams will participate in Common Planning Periods weekly with support of Administrators
- Teacher teams will examine student work for the 2012-13 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units
- Teacher teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards, as well as, analysis of student data
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of units, and develop a cycle of analyzing student work, and adjusting instruction to ensure consistent student progress.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. STAR Academy is encouraged to use the template below to update STAR Academy's current policy or replace it entirely with a Parent Involvement Policy created by STAR Academy that meets federal requirements. The activities and/or strategies included in STAR Academy's policy should align with current CEP goals for improving student achievement.

The PIP should describe how STAR Academy will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if STAR Academy community will be engaged this year in central parent involvement initiatives, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

STAR ACADEMY PARENT INVOLVEMENT POLICY (PIP)

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 STAR Academy. Therefore, STAR Academy, 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 STAR Academy and the families. STAR Academy'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-Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of STAR Academy community. STAR Academy will support parents and families of Title I students by:

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

STAR Academy'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. STAR Academy 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 STAR Academy. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, STAR Academy will:

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

STAR Academy will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

STAR ACADEMY SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	177	Total Number of ELLs	6	ELLs as share of total student population (%)	3.39%
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Part II: ELL Identification Process

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	6	0	1	0	0	0	0	0	0	6
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	1										3
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								1
Other														0
TOTAL	0	3	1	1	0	1	0	6						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

A. Programming and Scheduling Information

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

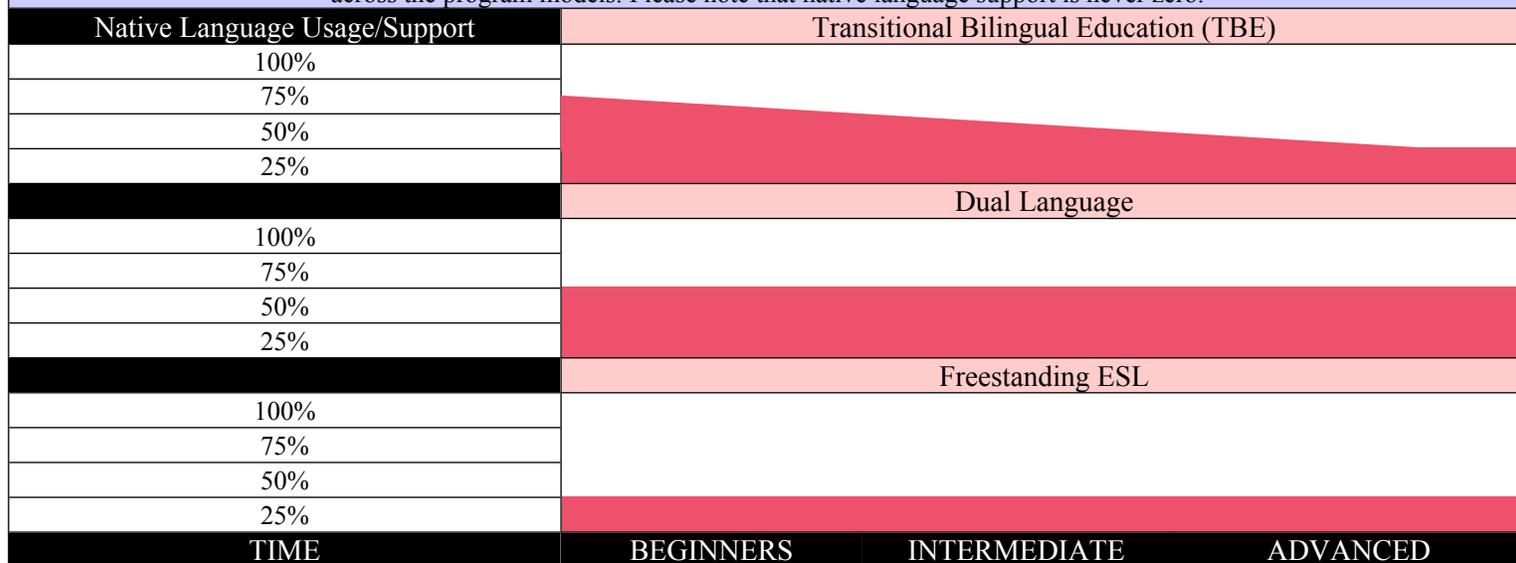
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

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

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

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

Moreover, ELL students, along with all students in the school, grades Kindergarten-Fifth, are administered the Teachers College Reading and Writing Assessments. Students in Grades 3-5 take the Acuity Assessments. The Beginning Level ELL students can generally benefit from phonemic awareness and blending activities. The ELL Interim Assessments are administered twice a year to students in grades 3-5.

These assessments, as well as other test results can help determine which areas are in need of improvement. Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries in Spanish in the ESL classroom and school library. Students also utilize an extensive photo library, as well as bilingual picture dictionaries in Chinese and Spanish. There are at present, no long-term English language learners attending the school. Moreover, if such a student should transfer to this school, all effort would be made to check ATS test records, attendance, admittance and discharge history, conferences with the student and the parents to ascertain the reasons for being a long term English language learner. Perhaps there might be other factors, other than second language acquisition that is interfering with his or her learning.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

School Name: _____ **School DBN:** 01M063

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M063 School Name: PS 63

Cluster: 02 Network: 206

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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