



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: AUTHORS' ACADEMY P.S. 63

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 (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Vilma Gonzalez	Parent	
Carmen Jacobo	Parent	
Maria Garcia	Parent	
Rosalba Lucero	Member/	
Clariza Tavarez	Member/Teacher	
Amanda Paredes	Member/Teacher	
	Member/	

** 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 your school 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?

- Your school 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 your school’s needs.
- Your school 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 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.

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 2013, all students will improve their ability to write effectively from source by engaging in a variety of learning experiences identified in the Common Core Learning Standards and designed and developed in units of studies that focus especially on informational and opinion writing. Students improved performance, reflected in resulting performance-based tasks, will be measured by CCLS aligned units developed collaboratively during the creation of the units.

Comprehensive needs assessment

In reviewing the 2012 data (performance based tasks including constructed responses) we noticed that our students struggle with composing a cohesive constructed response in which they are expected to write from sources.

Instructional strategies/activities (These activities will run from September to June)

- Provide ongoing professional development for all teachers around the reading of complex texts (close reading strategies).
- Grade level teams will choose standards and align units and lessons targeted to the achievement of the goal.
- Consecutive grade levels will meet on vertical teams to look at student work in order to make adjustments to units and plans and to target students for individual support. (repetitive)
- Provide common planning time for collaborative planning facilitated by Network Support Specialist, administrators, and coaches to support and extend the work around close reading and writing from multiple sources.
- From November to June, teachers on their respective grades will meet during their weekly collaborative planning period to look closely at student work (**formative assessments and the performance task**) to understand “what” they need to improve and teach in order to support students in reaching the level of performance set forth by the Common Core Learning Standards

Strategies to increase parental involvement

- Curriculum Night: Outline grade level expectations for all students
- Coffee Hour: Monthly meetings with the principal to discuss parental concerns, and also to update parents of school related issues
- Invitations to attend end of unit writing celebrations
- Workshops facilitated by administrators, coaches, and teachers around the Common Core Learning Standards and how parents can provide at home help to their children in order to help them to be successful
- Monthly newsletter designed to inform parents of school activities and student progress
- Monthly progress reports that keep parents abreast of their children performance

Budget and resources alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to expose our students to the arts, we secured \$46,525.00 from title 1 funding to provide our students with this experience.

- Our partnership with Pathway to the Arts allows for interaction among students, teaching artists, classroom teachers, and parents to participate in a laboratory of cooperative learning where expression, creativity, imagination and positive risk-taking is encouraged. Our partnership with Time In allows students in Pre-K and Kindergarten to go to an art studio or museum once a week where they engage in a full range of conceptual, intellectual and creative experiences in music, movement, visual arts, literature and film in order to provide students with opportunities that provide them with a variety of sources for ideas for writing.
- Experience Corps Literacy Initiative services 33 students in Kindergarten and First Grade. Students are selected based on the classroom teachers' recommendations along with a 30-minute literacy assessment administered by Experience Corps staff. The assessment is designed to evaluate whether particular students will benefit from the program. The selected students are assigned to volunteer tutors who meet one-on-one with them for 45 minutes a day, four days a week. The instruction is based on explicit, intensive work in sound/symbol associations. The support that this program provides will support us in ensuring that students in Kindergarten and first grade meet the reading benchmark of "D" in Kindergarten and level "J" in first grade. This service is being funded via a Helmsley Grant.

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, there will be an 8% increase in the number of students especially English Language Learners (ELL) and Students with Disabilities (SWD) moving from a current Level 1 to a Level 2 as measured by the New York State ELA assessment and other school-based and citywide assessments (Acuity).

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

Based on the current data, NYS ELA assessment; the NYSESLAT and Acuity Predictive Exam, there is a need for all our students to be reading on grade level with deep comprehension especially in the early grades to avoid future achievement gaps. Many students, especially ELL and SWD, have not yet mastered reading techniques that help them to develop a deeper comprehension of text. As a result, their performance on the NYS ELA and the 2012 NYSESLAT indicate a large gap in comparison to their peers.

Instructional strategies/activities

- All teachers will engage in professional development especially on how to train students to engage in close reading of more complex text
- Grade level teams will engage in regular sessions to look at student work and determine next steps
- Students who struggle most will get targeted instruction in small group settings with additional supports from out of classroom personnel. Students are formally assessed 4-6 times per year and informally as needed with the Fountas and Pinnell Benchmark Assessments System
- From September to June, provide mandated services to target students
- Provide ongoing professional development through the coaches and administrators around analyzing student's progress and planning differentiated instruction through the selection or creation of a variety of tasks that helps each student to be successful.
- Students functioning below grade level meet with the RTI Reading Specialist for two-forty-five minute sessions per week. This allows for the systematic implementation LLI, Leveled Literacy Intervention, for the struggling child and an evaluation of the child's response to it.
- From September to June, teachers meet with small groups for strategy instruction within guided reading. Teachers also conference with individual students in order to help the student set and realize immediate learning goals.
- Classroom libraries are furnished with high interest, content-rich books at both the instructional and independent levels for every student.

Strategies to increase parental involvement All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Curriculum Night: Outline grade level expectations for all students
- Parent workshops on how to use ACUITY at home to support student deficiencies
- Coffee Hour: Monthly meetings with the principal to discuss parental concerns, and also to update parents of school related issues
- Invitations to attend end of unit writing celebrations
- Workshops facilitated by administrators, coaches, and teachers around the Common Core Learning Standards

- Monthly newsletter designed to inform parents of school activities and student progress

Budget and resources alignment

- Indicate your school's Title I status: **X** School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our partnership with Pathway to the Arts allows for interaction among students, teaching artists, classroom teachers, and parents to participate in a laboratory of cooperative learning where expression, creativity, imagination and positive risk-taking is encouraged.
- Our partnership with Time In allows students in Pre-K and Kindergarten to go to an art studio or museum once a week where they engage in a full range of conceptual, intellectual and creative experiences in music, movement, visual arts, literature and film.
- Experience Corps Literacy Initiative services 33 students in Kindergarten and First Grade. Students are selected based on the classroom teachers' recommendations along with a 30-minutes literacy assessment administered by Experience Corps staff. The assessment is designed to evaluate whether particular students will benefit from the program. The selected students are assigned to volunteer tutors who meet one-on-one with them for 45 minutes a day, four days a week. The instruction is based on explicit, intensive work in sound/symbol associations.

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 our teaching staff will demonstrate improvement in the domains of planning and preparation and the overall delivery of instruction by engaging in an in-depth study of focus competencies described in Danielson's Framework For Teaching, as measured and documented through regular feedback between the administration and teachers; and an overall improvement in student performance.

Comprehensive needs assessment

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

Close and ongoing analysis of both teaching practice and student practice indicates a need for us to strengthen our common understanding of effective teaching and learning. In the domains of planning and preparation, an analysis of our unit and lesson plans across subjects indicate the need for us to strengthen our use of assessments for learning , by embedding formative assessment opportunities in our teaching and learning plans , and by increasing our use of formative assessment strategies within lessons. In addition close analysis of our observation practices have indicated the need for us to increase the frequency of our cycles of observation to ensure that teachers are receiving frequent, targeted feedback aligned to a research based framework.

Instructional strategies/activities (These activities will run from September to June)

- All teachers will regularly engage in conversation in grade meetings or team meetings to get a clearer understanding of “Designing Coherent Instruction” and “Designing Student Assessment.” 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 Domain 3 of Danielson Framework – including an emphasis on the use of Questioning and Discussion techniques and Using Assessment in Instruction as these closely align to the CCLS Instructional Shifts in both Literacy and Mathematics. These competencies will function as the lens through which teachers are observed and receive specific feedback on their practice.
- Each member of the administrative staff will engage in short, frequent cycles of observations in order to provide teachers with feedback based on the use of data, the quality of instruction as measured by a researched-based rubric, and targeted assessments that provide information for lesson advancement or intervention.
- Collaborative planning time scheduled for teacher teams to use an Inquiry approach to analyze the data from ARIS, NYStart, Acuity, Running Records, Performance tasks and student class work (portfolios, and other formative assessments).
- Allow for weekly planning sessions facilitated by administrators, grade leaders, Network Support Staff, and coaches, around

looking at the instructional shifts, creating more rigorous tasks and assessment opportunities within each unit of study.

- Allot time and money to support this effort.
- Provide opportunities for cross grade articulation during weekly collaborative planning sessions.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Curriculum Night: Outline grade level expectations for all students
 - First Cup Of Coffee: Monthly meetings with the principal to discuss parental concerns, and also to update parents of school related issues
 - Invitations to attend end of unit writing celebrations
 - Workshops facilitated by administrators, coaches, and teachers around the Common Core Learning Standards and the Instructional shifts in order to provide parents with suggestions for assisting their children at home
 - Monthly newsletter designed to inform parents of school activities and student progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the funding source your school is using to support this goal.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our partnership with Pathway to the Arts allows for interaction among students, teaching artists, classroom teachers, and parents to participate in a laboratory of cooperative learning where expression, creativity, imagination and positive risk-taking is encouraged.
- Our partnership with Time In allow students in Pre-K and Kindergarten to go to a studio once a week where they engaged in a full range conceptual, intellectual and creative experience in music, movement, visual arts, literature and film.
- Experience Corps Literacy Initiative service 33 students in kindergarten and first grade. Students are selected based on the classroom teachers' recommendations along with a 30-minutes literacy assessment administered by Experience Corps staff. The assessment is designed to evaluate whether a particular students will benefit from the program. The selected students are assigned to volunteer tutors who meet one-on-one with them for 45 minutes a day, four days a week.



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

- To increase the number of parent involvement by providing a variety of opportunities for parent input and participation in school-wide activities during 2012-2013 school year.

Comprehensive needs assessment

- At the present time 87% of the parents that attend school functions represent grades PreK-2.
- Only 3% of the parents that attend school functions represent grades 3-5.

Instructional strategies/activities

- In September, school administrators, staff, and PA will develop and conduct surveys to identify particular needs of the school where parents can have an impact during the school year.
- Conduct monthly parent workshops that are aligned to units of study.
- Instructional Coaches to provide grade specific parent workshops at least three times for the school year
- Provide ARIS training by the parent coordinator at the request of the parents.
- From January to April, the school will provide ESL classes for parents while their children are involved in the Saturday Academy program.
- Monthly calendar and newsletter
- Collaborate with the Parent Learning Center at Mercy college

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Curriculum Night: Outline grade level expectations for all students
- First Cup Of Coffee: Monthly meetings with the principal to discuss parental concerns, and also to update parents of school related issues
- Invitations to attend end of unit writing celebrations
- Workshops facilitated by administrators, coaches, and teachers around the Common Core Learning Standards
- Monthly newsletter designed to inform parents of school activities and student progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our partnership with Pathway to the Arts allows for interaction among students, teaching artists, classroom teachers, and parents to participate in a laboratory of cooperative learning where expression, creativity, imagination and positive risk-taking is encouraged.
- Our partnership with Time In allows students in Pre-K and Kindergarten to go to an art studio or museum once a week where they engage in a full range of conceptual, intellectual and creative experiences in music, movement, visual arts, literature and film.
- Experience Corps Literacy Initiative services 33 students in Kindergarten and First Grade. Students are selected based on the classroom teachers' recommendations along with a 30-minutes literacy assessment administered by Experience Corps staff. The assessment is designed to evaluate whether particular students will benefit from the program. The selected students are assigned to volunteer tutors who meet one-on-one with them for 45 minutes a day, four days a week The instruction is based on explicit, intensive work in sound/symbol associations

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 your school.

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	Students serviced are considered to fall into our lowest 1/3 target population within each class. Though these students are not receiving special education services, they meet with RTI Reading Specialist for forty-five-minute sessions, twice per week, for high quality instruction. This practice allows for systematic implementation LLI, Leveled Literacy Intervention, for the struggling child and an evaluation of the child’s response to it. Designated periods are determined for each grade in order to diminish interruption in classroom instruction.		
Mathematics	Students serviced are considered to fall into our lowest 1/3 target population within each class. These students are not receiving special education services and are selected based on previous standardized assessments, teacher recommendations and informal assessments. Designated periods are determined for each grade in order to diminish interruption in classroom instruction. Classroom teachers receive instructional support for differentiated instructional practices from our Math Coach. Flexible groups are established through analyzing the results of ongoing assessments and identifying the strengths and areas that require additional support		
Science	Students serviced are considered to fall into our lowest 1/3 target population within each class. The service takes place during the school day. The classroom teacher and the science cluster teacher collaborate with each other to best support the needs of these students. Multiple entry points are utilized to ensure that students of different abilities and strengths are supported. Flexible grouping is used depending on the task at hand. Heterogeneous groups are also a strategy employed. Many visual aids and auditory cues are used for instructions.		
Social Studies	Students serviced are considered to fall into our lowest 1/3 target population within each class. The instruction takes place during the school day in the regular classroom. Some of the strategies employed are flexible grouping, frontloading vocabulary with visual aids, graphic organizers and reading texts independently or with guided reading.		
At-risk services provided by the Guidance Counselor	This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to need At-Risk guidance support, which may be a result of a specific incident, our Guidance Counselor addresses his/her needs.		
School Psychologist	This is determined based upon the number of non-mandated periods available within the daily schedule. When students		

Social Worker	<p>are indentified to need At-Risk guidance support, which may be a result of a specific incident, our School Psychologist addresses his/her needs.</p> <p>This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to need At-Risk guidance support, which may be a result of a specific incident, our Social Worker addresses his/her needs.</p>
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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.

- The P.S. 63 hiring committee will only hire Highly Qualified candidates for each available position.
- A wide variety of professional development opportunities for teachers are offered as well as mentoring for new teachers.
- Engage in short, short cycles of classroom visit utilizing Danielson’s Framework and provide feedback to increase effectiveness of instruction
- Study of Component 3b and 3c: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking and engaging students in learning.
- Vertical Groups in Reading, Writing, Math, Social Studies, and Science
- Professional Development Days
- Grade level teams collaborative planning

**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. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school 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 your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, Parents Association, and Title I Parent Committee as trained volunteers and welcome members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parents Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were

consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Associations (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practical in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 Parents Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Agustin Rosa
Teacher/Subject Area type here	Parent Coordinator Aniya Abuawadeh
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	7	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special 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	615	Total Number of ELLs	118	ELLs as share of total student population (%)	17.89%
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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. [i](#)

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 assist 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 keeps 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 6 freestanding ESL classes in grades K-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 assessments, 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 continuously 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 Learners understand the three educational programs available to them (Transitional 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. 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 that 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 entitlement (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 therefore 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 2012-2013 school year. Freestanding English as a Second language has been the program of choice for these parents and their children. e

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	1	1	1	1	1	1								6
Push-In														0
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				
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	93	Special Education
SIFE	25	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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	93	1	11	25	0	14	0	0	0	118
Total	93	1	11	25	0	14	0	0	0	118

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	19	16	16	14	9								97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			2											2
Haitian														0
French	2	1	3			1								7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	3	2	1	2								12
TOTAL	27	22	24	18	15	12	0	118						

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?

12Paste response to questions 1-7 here1-4. P.S. 63, has five 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

A. Programming and Scheduling Information

lessons, during guided and shared reading. Teachers also embed the language work throughout “teacher talk”. The differentiating is evident in the end product of the unit study. Teachers will differentiate accordingly for those students that are newcomers. This may entail a shorter piece of writing to go along with a visual. Teachers also choose the mentored texts for the unit. This allows them to choose texts with strong supportive structures that are useful to their ELLs. In addition, they are able to choose texts that their students can enjoy by using prior knowledge. Fountas and Pinnell phonics lessons comprise the word study portion of the curriculum focusing on phonemic awareness, phonics, and spelling. Students also participate in small group literacy centers and listening centers that are differentiated to target the needs of ELL students.

The Math program at P.S. 63 also follows the workshop model. Various materials are used such as textbooks, workbooks, and a resource kit from Scott Foresman for teachers to use. The resource kit contains the math text and assessment materials in Spanish for the Spanish speaking newcomers. The use of 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 Houghton 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.

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

A. Programming and Scheduling Information

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:				

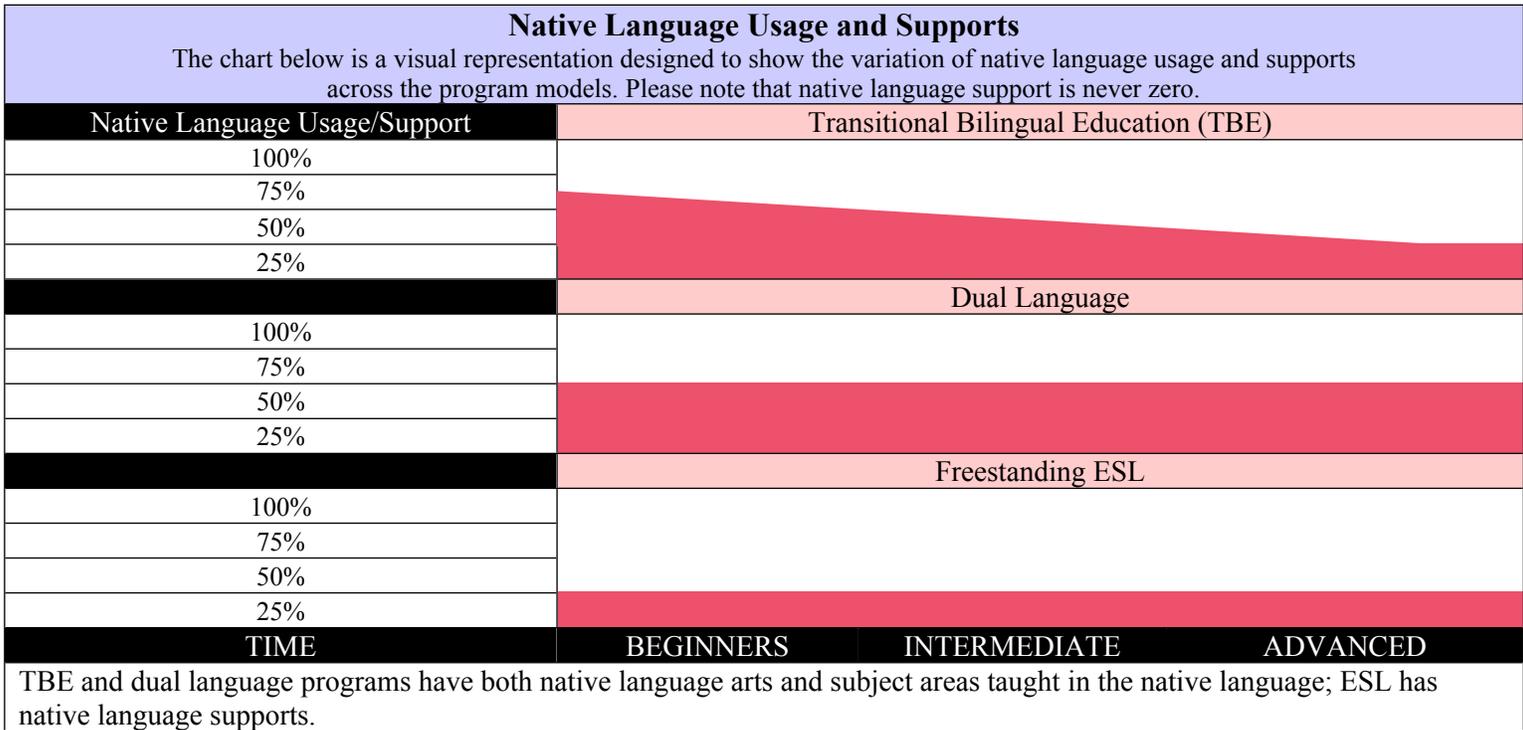
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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?

Paste response to questions 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 perform at higher within level 3 and 4. There are 14 current and former ELLs participating 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. We have see an increase in the number of African students when compared 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)?

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Paste responsProfessional 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 continue to support by providing guidance as well as professional development. Ms. Suarez and the coaches will also support ELL teachers by building capacity using best practices to enhance the learning of all students .

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?

Paste response to questions 1-4 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 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)														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													
	A													
	P													
READING/ WRITING	B													
	I													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A													
	P													

NYS ELA

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

NYS Math

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

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. Enrollment reflects the following, 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.

Paste additional information here

School Name: P.S. 63X

School DBN: 09X063

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Reinaldo Diaz-Lens	Principal		12/20/12
Barbara Headley	Assistant Principal		12/20/12
Aniya Abuawadeh	Parent Coordinator		12/20/12
Alejandra Suarez	ESL Teacher		12/20/12
Agustin Rosa	Parent		12/20/12
	Teacher/Subject Area		
	Teacher/Subject Area		
Dionne Belderes	Coach		12/20/12
Chris Lothian	Coach		12/20/12
Naomi Robertson	Guidance Counselor		2/20/12
Marlene Wilks	Network Leader		12/20/12
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **09X063** School Name: **Authors' Academy P.S. 63**

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.

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

Part B: Strategies and Activities

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

The school will continue to provide in house translation services through the aid of the bilingual staff including teachers and family workers. In addition all formal communication from the school, 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 will 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 communication 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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 63	DBN: 09X063
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 63, has six self-contained ESL classes (Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade) and one ESL teacher who follows the push-in/pull-out model. In total, we provide ESL services to 117 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 differentiate the process according to the students' proficiency level and use mentor texts with strong supportive structures. 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 small group so the instruction is more focused. One of the programs she follows is Rigby's "On Our Way to English" in combination with Guided Reading books. In addition, extension activities are implemented with a focus on the writing process. There are also many listening activities, hands-on manipulatives, Literacy and Math games being incorporated. Students also have access to the computer program Imagine Learning English.

The Title III supplementary program is available before school. The morning program meets 7:30-8:30 five times a week. The program begins the last week of November and ends the third week in June. The program targets new arrivals/beginner level English Language Learners. These students are chosen based on the LAB-R and NYSESLAT assessment scores. The students participating range in grades K-5. Emphasis is placed on hands on projects where students develop English language. The program is taught by ESL teachers, who first assess the students and then create a plan of action to meet the students' needs. The students are assessed biweekly and the plan is revised when necessary. Many of the students who participate in the supplementary program are beginner ELLs. As a result the instructional program is focused on giving students the strategies (graphphonic, syntatic, and semantic) they need to build their reading skills. The teachers will begin with a direct teach where they model for the students. They are then given the opportunity to practice the strategy at different workstations. The stations are designed to reinforce the concept being taught. During the station time the teacher circulates the room working with individual students to further support their understanding of the concept. During the station time, students will also use Leap Pads to support language development and reading comprehension. The 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 stations are also equipped with the "I Can Build Simple Words Kit" to introduce sight-words to the students. Read-alouds are also an important component to the program. This allows

Part B: Direct Instruction Supplemental Program Information

for exploration of the content vocabulary and introduction to academic language through the read-aloud text.

Part C: Professional Development

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

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

Begin description here: Professional development opportunities are provided throughout the year to improve instruction for the ELL population. The Title III teachers will take part in monthly (2 hr.) ESL meetings facilitated by the ESL Coordinator. The meetings address specific strategies to use, when working with ELL students. Some of the topics to be covered during the monthly meetings include: Effective use of Graphic Organizers, Scaffolding and the Writing Process, Academic Language, Differentiating and Language levels, Vocabulary Activities, Language goals for students, Tackling Math Word Problems, and Meaningful texts for ELLs. These monthly meetings allow for these topics to be discussed along with concerns that ESL teachers may encounter. This allows for time to share effective practices in the ESL classroom and share ideas.

In addition, the Title III ESI teachers will take part in the weekly meetings facilitated by the Literacy and Math coaches. These Math and ELA curriculum meetings address the grade specific units being taught.

Part C: Professional Development

The coaches discuss the lessons which will be taught for that particular unit. There is a strong focus on differentiating for the ESL self-contained classes. The curriculum is looked at closely to make it accessible to ESL students of varying language levels. The Title III teachers are provided with specific strategies to use with the students to make the material comprehensible.

Part D: Parental Engagement Activities

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

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

Begin description here: facilitated by various staff members, including Administration, Literacy coach, Math coach, Parent coordinator, ESL coordinator, and ESL teachers. Parents are made aware of workshops and activities in their preferred language. The workshops and activities are presented in English and translation services are provided for parents. Parents have responded positively to our current programs and we value their input in developing future programs.

1) Parent Orientation - Parents are provided with information about the various language programs available to their children. Parents complete the program selection form, parent survey, and are shown the Parent Orientation Video. Parent questions and concerns are addressed at this time along with information regarding NYSESLAT testing for their child.

2) Parent Workshop I - "How can I help my child with reading?" / "Como ayudo a mi nina/nino con la lectura?" This workshop will provide parents with strategies to help their with reading. The ESL coordinator and two ESL teachers will facilitate the workshop in English and Spanish. The parents of ELLs will be provided with simple strategies they can use with their child to support reading at home. Some topics to be discussed include: Using visuals, Asking their children questions, and having the child Retell what they have read. There will be an emphasis on parents using English or their Native Language to improve their child's overall comprehension. In addition there will be a focus on how to engage their child through everyday conversation and questioning about new places, people, and things.

3) In collaboration with the administration as well as the parent coordinator at least one of the monthly parent workshops will be specifically geared towards empowering parents of ELLs. One of the workshops will be facilitated by Mr. Diaz and will focus on creating condition at home with students that will enhance the home school connection.

4) Also the coaches will support parents by conducting low risk workshops that will allow for parents to

Part D: Parental Engagement Activities

monitor their child's understanding of a concept by asking the right questions

Part E: Budget

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

Allocation Amount: \$

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

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		