



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: AUTHORS' ACADEMY
DBN (i.e. 01M001): 09X063
Principal: REINALDO DIAZ-LENS
Principal Email: RDIAZ15@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Reinaldo Diaz-lens	*Principal or Designee	
Tracie Abrigo	*UFT Chapter Leader or Designee	
Ricardo Ramos	*PA/PTA President or Designated Co-President	
Maritza Tossas	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Claritza Tavares	CBO Representative, if applicable	
Amanda Paredes	Member/	
Agustin Rosa	Member/	
Vilma Gonzalez	Member/	
Carmen Jacobo	Member/	
Kenia Rivera	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

#1 By June 2013, all students will improve their ability to write effectively from sources by engaging in a variety of learning experiences identified in the Common Core Learning Standards and designed and developed in units of studies (ReadyGen Curriculum) that focus especially on informational and opinion writing. Students improved performance, reflected in resulting performance-based tasks, will be measured by grade level expectations set forth by CCLS.

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.

- *In reviewing the 2013 data (performance based tasks including constructed responses) students struggled with composing constructed responses in where they are expected to include relevant examples and details to support their ideas.*

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide ongoing professional development for all teachers around the reading of complex texts (close reading strategies).
2. Grade level teams will choose standards and align units and lessons targeted to the achievement of the goal.
3. 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.
4. 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 CCLS

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, coaches, support staff, and administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students performance on end of unit performance tasks and the NYS ELA benchmarks

D. Timeline for implementation and completion including start and end dates

1. Students performance on end of unit performance tasks and the NYS ELA benchmarks

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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. (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.)
2. Our partnership with Time In For Kids 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 to provide multiple opportunities and experiences in writing from visual sources which eventually leads them to writing from other sources.
3. 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. The support that this program provides will ensure 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 by a Helmsley Grant.

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).

- 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 support 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.
- The Second Cup of Coffee where the principal meets with the parents monthly.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be an 8% increase in the number of students moving from a current Level 1 to a Level 2 as measured by interim benchmark assessments, with a targeted focus on English Language Learners (ELLs) and Students with Disabilities (SWD).

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 NYC Performance Tasks, 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 ELLs and SWD, have not yet mastered reading strategies that help them to develop a deeper comprehension of text. As a result, their performance on the NYS ELA and the 2013 NYSESLAT indicate a marginal gap in comparison to their peers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will engage in professional development on how to engage students in close reading of more complex text
2. Grade level teams will engage in regular sessions to look at student work and identify implications for instruction.

3. Students who struggle most will get targeted instruction in small group settings with additional support 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
4. Professional development around analyzing student's progress and planning differentiated instruction through the selection or creation of a variety of tasks that helps each student be successful.
5. Student's functioning below grade level will meet with the RTI Reading Specialist for two or three forty-five minute sessions per week. This allows for the systematic implementation of LLI (Leveled Literacy Intervention), for the struggling child and an evaluation of the child's response to it.
6. Beginning September 2013 through June 2014, teachers will meet with small groups of students for strategy instruction within guided reading.
7. Teachers also conference with individual students to set and track learning goals.
- 8.

B. Key personnel and other resources used to implement each strategy/activity

1. Administratoin, RTI Reading Specialist, ESL Coordinator, Coaches and other related service providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. F & P six weeks assessment, end of unit performance tasks, RTI benchmark assessments

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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.
2. Special Education teachers utilize flexible scheduling to provide targeted instruction to Tier 2 and Tier 3 students two or three times a week for a forty-five minute period.
3. A morning tutorial for targeted students (ESL, Tier 2 and Tier 3 students) two days a week for forty-five minutes facilitated by ESL teachers and teachers trained in the Wilson Intervention Program.

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).

- 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 support 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.
- The Second Cup of Coffee where the principal meets with the parents monthly.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

- 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
- The Second Cup of Coffee where the principal meets with the parents monthly.

Goal and Action Plan #3

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

Annual Goal #3

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

- 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
- The Second Cup of Coffee where the principal meets with the parents monthly.

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 Teacher Evaluation Tool.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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 and coaches using the Advance guide.
2. 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.
3. Extensive professional development for teachers on Domains 1 & 3 of teacher Evaluation Tool- including an emphasis on the use of Questioning and Discussion techniques and Using Assessment in Instruction as these closely align to the CCLS and the Instructional Shifts in both Literacy and Mathematics. These competencies will function as the lens that teachers are observed and receive specific feedback on their practice.
4. 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.
5. Collaborative planning time scheduled for teacher teams to use an Inquiry approach to analyze the data from ARIS, Running Records, Performance tasks and student class work (portfolios, and other formative assessments).
6. Weekly planning sessions facilitated by administrators, grade leaders, Network Support Staff, and coaches, around the specific domains.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, coaches, and teacher

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Observations and feedbacks documented in ADVANCED system
- D. Timeline for implementation and completion including start and end dates**
1. Observations and feedbacks documented in ADVANCED system
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. CFN 209 Talent Coach
 2. Assistant principals and principal working closely with the talent coach.
 3. Department of Education sponsored professional developments.
 4. UFT teacher center sponsors workshops for the teachers
1. Three hours of monthly professional development at PS 63 focused around Charlotte Danielson's Framework for Teaching.

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).

- 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
- The Second Cup of Coffee where the principal meets with the parents monthly.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, the percent of parental involvement will increase by providing a variety of opportunities for parent input and participation in school-wide activities during 2013-2014 school year.

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.

- At the present time 87% of the parents that attend school functions represent grades PreK-2. Only 20% of the parents that attend school functions represent grades 3-5.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In September, school administrators, staff, and PA developed and will conduct surveys to identify particular needs of the school where parents can have an impact during the school year.
2. Conduct monthly parent workshops that are aligned to units of study.

3. Instructional Coaches to provide grade specific parent workshops at least three times during the school year
4. Provide ARIS training by the parent coordinator at the request of the parents.
5. Monthly calendars and newsletters developed by the Parent Coordinator
B. Key personnel and other resources used to implement each strategy/activity
1. Parent coordinator, administrators, coaches, and teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Number of surveys sent back
2. Agendas and sign in sheets to evaluate number of parents in attendance and interest in the topic
3. Number of parents who have requested ARIS user IDs
4.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Parent Coordinator and outreach organizations
2. Partnership with BYP
3. Workshops both morning and evening (Translation available, baby sitting service)
1.

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).
<ul style="list-style-type: none"> ▪ Curriculum Night: Outline grade level expectations for all students ▪ Second 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 Six Shifts in both literacy and math ▪ Monthly newsletter designed to inform parents of school activities and student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.								
	Tax Levy	x	Title IA		Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 5% increase in the number of students performing at levels 3 & 4 on internal benchmark assessments.

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.
In reviewing the 2013 NYS Math assessment, performance based assessments, and state achievement standards, students demonstrated success with conceptual understanding and procedural fluency. However, students struggled with comprehension of problems and devising a clear solution, when presented with multi-step or

multi-operational tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Provide ongoing professional development for all teachers around the Standard Math Practices and Math Instructional Shifts, with focus on problem solving strategies.

Grade level teams will meet and analyze standards, 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. -

Provide common planning time for collaborative planning facilitated by Network Support Specialist, administrators, and coaches to support and extend the work around embedding Standard Math Practices and Math Instructional Shifts.

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.

Beginning September 2013 through June 2014, teachers will meet with small groups of students for strategy instruction within independent activity and extended day.

Teachers will conference with individual students in order to set and realize immediate learning goals.

Early morning math program services 40+ students in Third, Fourth, and Fifth Grade. Targeted students are assigned to participate in a 1 hour-long program twice a week. The instruction is based on explicit, intensive work focusing on critical areas with an emphasis on problem solving. The support that this program provides will support in ensuring student achievement.

Beginning November 2013 through June 2014, 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 how to improve instruction to support students in reaching the level of performance set forth by the Common Core Learning Standards

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, coaches, support staff, and administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers, coaches, support staff, and administrators

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Math Coach and vertical planning monthly

2. Network provided math support

3. Grade teams meet weekly and discuss future lesson and performance of students and make adjustments where needed to units and lessons.

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).

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- TL FSF will be used to fund 12 teachers to provide Saturday Academic Instruction beginning the first week of February 2014 and ending the last week of May 2014. Title 1 SWP funds and FSF will be used to support this goal.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.	Small group	During the day
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	Small group	During the day

	<p>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</p>		
Science	<p>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.</p> <p>Heterogeneous groups are also a strategy employed. Many visual aids and auditory cues are used for instructions.</p>	Small group	During the day
Social Studies	<p>Students serviced are considered to fall into our lowest 1/3 target population within each class. The instruction takes place during the</p>	Small group	During the day

	<p>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.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>This is determined based upon the number of non-mandated periods available within the daily schedule. When students are identified to need At-Risk guidance support, which may be a result of a specific incident, our School Psychologist addresses his/her needs.</p>	<p>Small group</p>	<p>During the day</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
A wide variety of professional development opportunities for teachers are offered as well as mentoring for new teachers. <ul style="list-style-type: none"> • The P.S. 63 hiring committee will only hire Highly Qualified candidates for each available position. • Study 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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Engage in short Professional Development Days • Grade level teams collaborative planning • Weekly professional development is programmed to reflect the yearly schedule. , short cycles of classroom visit utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
\$3,000 will be used to support students in temporary housing. The school has purchased instructional supplies. Back packs consumable supplies and clothing. The funds are also used so that students can participate in school related trips

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> • The Pre-K teachers facilitate monthly workshop for the parents/guardians. This supports us in maintaining open lines of communication with the families. • Throughout the year Pre-K parent are invited to attend writing celebration in Kindergarten Each Spring we host two open house events to provide families of current Pre-K students as well as students who will join us in September with the opportunity to familiarize themselves with our program

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
These decisions are made based on school related assessment trends. We use formal and informal assessment in addition to standardized testing data. Teacher teams help decide which assessment tools will be most appropriate /aligned to the units of study. Many of the weekly professional development opportunities focus on assessment/grading norming performance task.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 09	Borough Bronx	School Number 063
School Name Authors' Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Reinaldo Diaz-Lens	Assistant Principal Chris Lothian
Coach Lindsay Colon	Coach type here
ESL Teacher Alejandra Suarez	Guidance Counselor Janet Torres
Teacher/Subject Area Talia Ranalli/ESL	Parent Carmen Jacobo
Teacher/Subject Area type here	Parent Coordinator Lisa Pineda
Related Service Provider Myrna Ramos	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	592	Total number of ELLs	110	ELLs as share of total student population (%)	18.58%
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Part II: 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														
SELECT ONE	18	29	17	22	15	9								110
SELECT ONE														0
Total	18	29	17	22	15	9	0	110						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	87	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6+ years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	87	1	12	20	0	9	3	0	1	110
Total	87	1	12	20	0	9	3	0	0	110

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	23	12	15	12	7								85
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	3	1	1	1								9
Haitian														0
French				3										3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	5	2	3	2	1								13
TOTAL	18	29	17	22	15	9	0	0	0	0	0	0	0	110

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	18	4	3	5	2	1								33

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	10	6	6	3	1								26
Advanced (A)	0	15	8	11	10	7								51
Total	18	29	17	22	15	9	0	0	0	0	0	0	0	110

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	6	1	0	14
5	6	2	0	0	8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4	1	8	0	1	0	0	0	14
5	7	0	2	0	0	0	0	0	9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	1	5	0	1	0	9
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Upon enrollment at P.S. 63, English Language Learners are assessed according to the information gathered from the Home Language Survey and informal interview. Students with knowledge of English are assessed using Fountas and Pinell benchmark assessment system. This reading assessment helps evaluate the student's reading process, fluency, and comprehension. In addition, we are able to determine the independent and instructional reading levels of the student. Spanish speaking students are assessed using "El Sol" and "Evaluacion del desarrollo de la lectura" (EDL) or Developmental Reading Assessment. "El Sol" assesses the literacy development of newcomers including alphabet, sight-word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. EDL helps identify students' skills in reading engagement, oral reading fluency, and comprehension. These initial assessments give us a starting point in working with our ELLs. They also help determine small group placement and provide valuable information for the classroom teacher, such as the student's literacy skills in the native language. Since these assessments occur every six weeks, they support the use of specific ESL strategies in whole group and small group lessons.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns for LAB-R and NYSESLAT reveal a high number of Beginner students at the Kindergarten level. These numbers decrease as our ELLs enter First grade. In addition, these Beginner level students test at the Intermediate or Advanced level in First, Second, and Third grade. The only exception being newcomers from Kindergarten or those with various admission dates. The data patterns also shows a stall for our current Fourth graders. This stall is in the Advanced level of proficiency. We have found that 10 out of 15 4th grade ELLs either scored the same or lower in the writing portion of the NYSESLAT. Six of these students are Special Education students. We see a slight continuation of this trend with our current 5th graders. Consequently, we find that the reading scores either improved or stayed the same for our Fourth and Fifth grade ELLs. Another pattern we have found is an Intermediate level stall for our Special Education students. This trend has been present for a number of years. Most of our students are faring well in the Speaking and Listening modalities across grades K-5. We find more consistency in scores with Speaking and Listening modalities in comparison to the Reading and Writing modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After careful review of the NYSESLAT modalities - reading/writing and listening/speaking, we are taking a closer look at ways in which to support upper grade ELLs in their writing. One way this will be addressed is 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 moving towards fluency in writing. In addition, multi-sensory approaches, Total Physical Response, graphic organizers, and differentiation in writing tasks will target various proficiency levels.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Patterns across proficiencies indicate that that ELL students are under performing non-ELL students in the ELA. Most of our 4th and 5th grade ELLs are testing at level 1 or level 2. In Math, we find that ELLs are performing as well as their peers in monolingual settings. The ELL periodic assessments are not currently being used, however ELL students are assessed using the initial baseline assessment to determine benchmark and projected growth for the academic year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RTI Guide for Teachers of ELLs.](#))

There is careful review of the students assessments (NYSESLAT, ELA, Math, and Baseline Assessments) work samples, and teacher concerns about the student achieving their current instructional goals. The student is evaluated on their literacy skills to see if they are below grade level benchmarks. All students are screened carefully for RTI. Our goal is to provide appropriate language supports along with more individualized instructional programs that will address the learning needs of our ELL students. We currently use programs for RTI that support the Speaking, Listening, Reading, and Writing modalities of our ELLs. The Foundations program helps ELLs with sequenced skills, (phonological awareness, decoding, vocabulary) speaking, and listening skills throughout the lessons. The Leveled Literacy Intervention (LLI) focuses on accuracy, fluency, and comprehension in a small group setting. LLI also targets writing abilities. This has been an area many of our ELLs of varying proficiency levels struggle with.

6. How do you make sure that a child's second language development is considered in instructional decisions?

N/A

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our English as a Second Language program, by the various assessments administered throughout the school year as well as individual student performance. The results of the NYSESLAT exam, shows us how our students are faring in each of the modalities. When comparing the test scores from previous years we compare the language growth and pinpoint the modality where the student is weaker and find ways to support that student. The ELA and Math exams provide us with useful data, by informing which ELLs are meeting Math and ELA standards. In addition the student's individual performance in the classroom tells us of the progress in Reading, Writing, Science, and Social Studies. The student's daily work and end of unit projects also 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. We revisit and evaluate how our ELL program is working to see if we are successfully addressing the needs of the ELL population.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon enrollment at P.S. 63, a parent/guardian will complete the student registration forms and the Home Language Survey for their child. A brief informal interview is conducted with the parent and child by a trained pedagogue. If necessary, accommodations are made to interview the parent and child in their native language. There is careful review of the Home Language Survey by a trained pedagogue, who determines if the student is eligible for the initial assessment (LAB-R or Spanish LAB) based on the information gathered. The Language Assessment Battery-Revised (LAB-R) and Spanish LAB are administered by the ELL coordinator. The students who are Spanish speakers will be assessed using both the LAB-R and Spanish LAB. Both assessments are 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 helps to ensure appropriate and rapid program placement for the students. The student's cut 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 and help determine his/her placement. The school keeps a copy of the Home Language Survey in the student's cumulative file in the main office.

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.

The parents of our English Language Learners are provided with information about the three educational programs available to them (Transitional Bilingual Education Program, Dual Language Program, Freestanding ESL Program). Once the intake process is completed, parents are informed of their child's eligibility for ELL services through an entitlement letter and invitation to the Parent Orientation. A parent orientation is held in the afternoon and in the morning to accommodate parent schedules. This year the parent orientations were facilitated by Ms. Suarez (ESL teacher) and Ms. Pineda (Parent Coordinator). At the beginning of the meeting, parents are again informed of the results of their child's assessment, making them eligible for ELL services. During the Parent Orientation meeting, parents are given a thorough explanation of the three instructional models available to their children. Parents have the opportunity to view the "Parent Orientation video" available in various languages and they receive a parent flyer explaining each of the three program options. 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 in their native language or English. There is a brief overview of student assessments, so parents of ELLs are aware of NYSESLAT, ELA, and MATH exams. 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. They provide parents with reading and writing strategies to help their child, as well information regarding community resources available to them.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters for newly identified ELLs are sent home in the beginning of the school year. These Entitlement letters for newly enrolled ELLs include an invitation to the Parent Orientation. There are two Parent Orientations held to ensure parents have morning and afternoon options for attendance. Continued Entitlement and Non-Entitlement letters are also sent home. These letters have a bottom portion that is returned to school with a parent signature to verify parent received the letter. These letters are sent home in the student's home language. The parents are able to complete the Program selection and parent survey during the Parent Orientation. Our goal is to have all forms completed and returned. If for some reason the program selection form and parent survey are not returned, the student is placed in a Freestanding English as a Second Language Program. There is an "entitlement letter checklist" that is kept in the ELL compliance binder to verify which letters have been returned to the school. The letters that are returned are also filed in student's cumulative file alongside the Home Language Survey.

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.

Parents are informed of their child's eligibility to receive language services by the Entitlement, Continued Entitlement, and Non-Entitlement letters that are sent home. In addition, they are provided with detailed information about the three programs available in NYC schools, during the Parent Orientation.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered in standardized testing conditions. A detailed schedule is created for the NYSESLAT exam period. This schedule includes dates, times, and makeup sessions for Listening, Reading, and Writing modalities of the test. All teachers of ELL students receive a memo with information about the NYSESLAT and the two week schedule. For the Speaking section, each grade is allotted testing dates and teachers are informed of these dates well in advance. The order followed for testing is Speaking, Listening, Reading, and Writing modalities. The expectation is that ELLs complete each section of the exam in order to determine a language proficiency level for the student. Administration and scoring is conducted by the Testing coordinator, ELL coordinator, and out of classroom teachers.

6. 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.) 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.  After the Parent Orientation, program selection forms are evaluated carefully in order to ensure parent choices are honored. For

the current year, 97% of parents have opted for the ESL program. Parents of already enrolled ELLs have shown satisfaction with the ESL self-contained program and push-in/pull-out program. We have parents that are familiar with the program from 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 and ESL teachers through word of mouth. For the current year, we had one parent opt for a Bilingual Program for their child. In the past five years we have seen a consistent trend in ESL as a first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

P.S. 63, has four self-contained ESL classes (First grade, Second grade, and Third grade) and one ESL teacher who follows the pull-out model. The teachers in the self contained ESL classrooms follow the school's standards based curriculum for Reading and Math. P.S. 63 implements, a genre driven, theme based literacy program, where the workshop model is followed and specific ESL strategies are used throughout instruction. There is a language focus, embedded in the mini lessons, during guided and shared reading. Teachers also embed the language work throughout "teacher talk". 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.

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)?

Beginner and Intermediate ELLs receive the 360 instructional minutes and Advanced students receive 180 instructional minutes of ESL. First, Second, and Third grade ELLs receive the mandated instructional minutes via an ESL self-contained setting. Special Education ELLs are provided with ESL instruction via the push-in/pull-out model. ELA instruction takes place in the classroom. We use Pearson's ReadyGen Common Core aligned curriculum. Self-contained ESL teachers and general education teachers use scaffolds within the curriculum to make it accessible to ELLs of varying proficiencies. The ESL provider aligns small group instruction based on the theme and content of the ReadyGen Units. This allows for the small group to revisit the content covered in the classroom. The curriculum lends itself to help students make connections and use prior knowledge to build content knowledge. All three ESL self-contained teachers hold ESL certification. We also anticipate hiring self-contained classroom teachers in Kindergarten and 4th grade for the 2014-2015 school year.

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 foster language development and meet the demands of the Common Core Learning Standards.

P.S. 63 has a Content-Based Self-contained ESL program in place. English is taught through ELA, Math, Science, and Social Studies. The language development occurs by using various scaffolds and ESL strategies. This makes the content accessible to ELLs of varying language proficiencies and helps them meet grade level standards. There is a strong focus on vocabulary development and academic language within Math, ELA, Social Studies, and Science lessons. We use the ReadyGen Common Core aligned curriculum and the Envision Math Common Core. Teachers will use ESL strategies, scaffolds, vocabulary development, and differentiate, to build towards knowledge and set of skills needed in each content area. A language objective is embedded in the lesson, in order to provide entry points for the varying proficiency levels of students. In addition, word walls, manipulatives, charts, graphic organizers, and small groups further support language acquisition and the understanding of concepts to meet grade level standards. Newcomer students are provided additional support with pull-out services. This allows for small group instruction and an opportunity to revisit the content material covered in the classroom. This provides more opportunities for the ELLs to discuss and ask questions around the unit of study. Providing numerous supports in Speaking, Listening, Reading, and Writing in the content areas and monitoring the progress of our ELLs, ensures that they are better prepared to meet the expectations of the Common Core Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Newcomer/Beginner ELLs in grades 3-5, required to take the Math State test, may test in their Native Language. A careful determination is made for these ELLs. The factors that are looked at are, the student's native language proficiency, the language of instruction, and the language program he/she is in. In addition, oral translation for low incidence languages are provided, if a student is testing in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Classroom teachers, Enrichment teachers, and the ESL pull-out teacher use teaching strategies and multi-sensory approaches that target the needs of English Language Learners. Teachers will build background knowledge, model effectively, and use guided practice in their lessons. Hands on activities as well as graphic organizers provide opportunities to scaffold content material. Teachers will carefully assess the content learned. ELLs are evaluated through published writing, final projects, oral and group presentations. Teachers include the modalities in daily instruction throughout the content areas.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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” and the Developmental Reading Program. These program assess 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 will work with Beginner 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. Using a theme based approach 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.

After registration, 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. Every effort is made to have SIFE students attend morning program and Extended Day to receive additional support in their learning. Academic growth is carefully monitored in case the student may need RTI or additional services.

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. There are currently 3 Long-Term, Special Education ELLs at P.S. 63. 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 have difficulty with pre-writing and drafting stages. There is use of 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.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

Currently we do not have Special Education ELLs with Flexible scheduling. We adhere to chapter 408 and all teachers and service providers understand the IEP goals of the Special Education ELL students they work with. In addition, collaborative planning time is scheduled for teachers across grades K-5. This planning time with the Literacy coaches provides Special Education teachers an opportunity to focus on curriculum planning with the needs of their students in mind.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

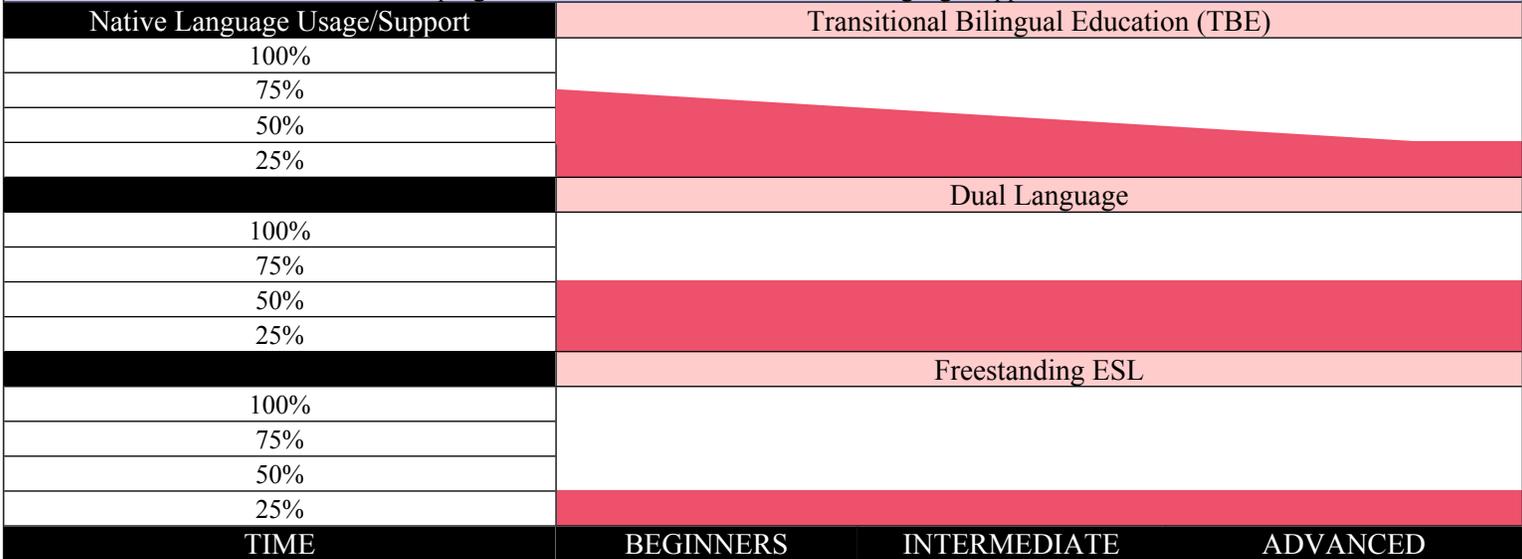
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- 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 4th and 5th grade students during a morning program. Data is used to determine critical areas where students need additional support. The focus is on mathematic strands of measurement, geometry, and solving multi-step word problems.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We use NYSESLAT data to help us determine the effectiveness of our current program. This data indicates that we are performing better than our district and as well as our peer school. We find a more consistent progression of Beginner, Intermediate, and Advance language proficiency levels, of growth than in previous years. We are addressing the few stalls that remain, with a focus on writing with our upper grade ELLs. This focus is on differentiated writing tasks guided by language stems and specific graphic organizers for individual students.
11. What new programs or improvements will be considered for the upcoming school year?
- We will look to hire additional ESL teachers for the 2014-2015 school year, in order to have a self-contained ESL teacher in each grade.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. In addition, Newcomers are given the opportunity to participate in an early morning program. Two ESL teachers work with Beginner ELLs at this time. Their focus of instruction, includes letter recognition, read-alouds, reading comprehension, academic language and group discussions supported by language stems.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The Freestanding ESL program and pull-out program use 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We 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. 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The requires services support and resources used are selected with the student's needs in mind. Instructional materials purchased are useful for various ages and proficiency levels. For example, the Imagine Learning English software program adapts to the

student. A Beginner ELL is able to use the program and receive native language support if necessary. In addition, an Advanced ELL benefits from reading comprehension activities that focus on inferencing and thinking beyond the text.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

P.S. 63 participates in the CFN 209 Leadership ELL Series for the 2013-2014 school year. It provides support on mandates, instructional planning, and program implementation as it relates to English Language Learners. Additionally, these workshops have provided information on academic language, developing content vocabulary, using scaffolding strategies to understand various texts, and implementing language objectives within a lesson. This information is turn-keyed to ESL teachers, to help them meet the needs of their students. Teachers also take part in a RTI-Tier 1, Professional Development Institute specifically targeting English Language Learners and the reading process. The workshop series offers helpful strategies that can be used in the classroom to address the needs of students, who fall below grade level standards. Teachers are participating in workshops focusing on ELLs and Math instruction.

D. Parental Involvement

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

Parent contact is established from the first moment the parents enroll their child in P.S. 63. They are assisted in completing the Home Language Survey accurately upon where ELLs are identified. After assessment through the LAB-R and Spanish LAB, a student in need of ESL services, is identified. The parents of all ELL students are invited to attend an orientation and informational meeting at the beginning of the school year. This meeting is presented in English and Spanish. It informs parents of the language programs choices available for their child. Parents are also provided with a description of the ESL program currently offered at P.S. 63. Parent questions and concerns are addressed. at this time. We offer Parent workshops that help parents of ELLs better support their child at home. For example, a December workshop organized, by the parent coordinator, Ms. Pineda, will help parents understand the expectations for Kindergarten students to move on to First grade. It is a collaboration among a Kindergarten, First grade, and ESL teacher. Parents are provided with at home activities/strategies to support their child in the beginning stages of language acquisition. P.S. 63, has created an Educational Parent Partner Learning Center within the school. here you find a parent library, computer corner, reading center, and a location for professional development workshops for parents. They are welcomed during school hours and it is "A place where families can learn and grow together". The parent coordinator has also organized a parent trip to Mercy College to attend an English/Spanish parent workshop on "Financial planning for the Family". This workshop addressed saving for college and family budgeting. This workshop and those planned for the next months provide parents with information on how they can support the academic and social growth of their child despite a language barrier.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

Home Language Surveys, 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.

We have found that although 30% of our students have Spanish as their Home Language, a lower number of parents have a need for translation services. Nonetheless, all formal communication is available in both Spanish and English. We have a 2% increase of families with Arabic as their Home Language. We have found that there is one parent who speaks English fluently and therefore translation services are not required. This is also the case for the families in which Soninke, Mandinka, and Fulani are the Home Language. Parents are informed that translation services are provided for them, if they should want them. In one case, an Mandinka interpreter was made available to a parent for an IEP meeting. We have staff members who are assigned to each grade for translating purposes during parent teacher conferences throughout the school year. We also depend on the DOE translation unit to support us in ensuring that all communications are made available to our school community.

Part B: Strategies and Activities

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

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

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

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

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

The school 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.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Authors' Academy	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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 3
of certified ESL/Bilingual teachers: 6
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:

This year we have noticed that many of our ELL's are not from Latin America or the Ivory coast. We have admitted students that speak Arab which have not acquired social language as of yet. Prior to being awarded these funds we were working with teachers who were volunteering to support these students in developing language awareness. With this particular population, we will immerse them in activities that will develop their letter recognition which will later lead to their ability to engage in phonemic awareness activities resulting in these particular students reading level (A) book by February 2014. Our plans will also help to support those students that scored at the beginning and intermediate level on the NYSESLAT during the Spring 2013 administration. These students will be supported by the teacher by developing their fluency and reading comprehension. Students will be grouped according to their Fountas & Pinnell reading levels and will engage in guided reading/Imagine Learning twice weekly. Since we only have two certified teachers who are able to provide the services at this time the beginner group will meet twice per week as week. Group A will meet Mondays, Tuesday, Wednesday and Group B will meet on Thursdays and Fridays. P.S. 63, has four self-contained ESL classes (Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade) and one ESL teacher who follows the push-in/pull-out model. In total, we provide ESL services to 137 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

Part B: Direct Instruction Supplemental Program Information

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 staions 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 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

Part C: Professional Development

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, we have three teachers that have been nominated to participate in the ESL/RTI professional development workshops that will take place throughout the year.

In addition, the Title III ESL 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. 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.

Part D: Parental Engagement Activities

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 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.
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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 	\$4,668.00 other funding source Tittle III LEP	Teacher per session
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. Must be clearly listed. 	\$1,445 other funding source Title III LEP	Instructional supplies
Educational Software (Object Code 199)	\$6,000	Imagine Learning Software
Travel	0	0
Other		
TOTAL	\$6,000	0