

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 63 Q
DBN (i.e. 01M001): 27Q063
Principal: DIANE MARINO
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Superintendent: MARY BARTON
Network Leader: CHARLES AMUNDSEN

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
Diane Marino	*Principal or Designee	
Christine Sitaca	*UFT Chapter Leader or Designee	
Tiffany Placeres	*PA/PTA President or Designated Co-President	
Pat Dardani	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lisa Nevins	Member/Teacher	
Robin Feltman	Member/ Teacher	
Irene Cox	Member/Teacher	
Lynne Menegalli	Member/Parent	
Maria Battista	Member/ Parent	
Kimberly Mhidi	Member/Parent	
Dora Codd	Member/Parent	
Valeen Gonzalez	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Annual Goal #1

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

By June 2015, 80% of students in Grades K-2 will improve reading comprehension and fluency as measured by the students moving two or more Fountas & Pinnell levels from Fall 2014 to the Spring 2015.

Comprehensive Needs Assessment

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

According to the September 2014 Fountas & Pinnell baseline, 191 kindergarten students are non-readers and 145 first and second graders are reading below grade level. This trend continues as many of these students are not achieving a year's growth in reading during the school year. Ramifications for these statistics are obvious as these students in grade 3-5 will be taking State tests this Spring. Our need to develop instructional goals for, and maintain a focus on reading in Grades K-5, is critical.

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. Benchmark students during 2014 – 2015 school year using Fountas & Pinnell benchmark kit and use these results for planning and providing support for students. Provide intervention for all students in grades K & 1 using Fountas & Pinnell intervention kit. Use scaffolding instruction from Ready Gen program.
2. Teachers meet at weekly grade meetings to review student data gathered from Fountas & Pinnell.
3. Additional remediation will be provided for students in AIS during the school day and after school.

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

1. Principal and Assistant Principal in charge of grade will oversee classroom teachers and AIS reading teachers implementing the program.
2. Teachers meet with other teachers in their grade to discuss strategies to support students
3. Teachers work with small groups of students to provide focused support and remediation

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

1. By February 2015, 80% of students targeted will move at least one reading level.
2. Effectiveness of Fountas & Pinnell assessments is evaluated to determine whether additional support is needed to differentiate instructions.
3. AIS teachers and teachers in after school program meet with classroom strategies to discuss strategies to address students' needs.

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

1. October 2014; February 2015; June 2015.
2. September 2014 - June 2015 every week
3. January 2015 - May 2015 after school program will run on Tuesdays and Thursdays

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

1. Use of Fountas & Pinnell benchmark kit throughout the school year to ensure that students are placed in appropriately leveled books for independent reading.
2. All teachers will analyze student's work on Tuesdays as well as in a planning meeting once a week during the school day and participate in collaborative learning once a month.
3. AIS is provided two times a week. After school program is held on Tuesdays and Thursdays.

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).

Provide necessary literacy training for parents.

Parent coordinator hosts curriculum and literacy nights.

Teachers attend PTA meetings.

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

Goal and Action Plan #2

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 2015, 70% of students in Grades 3, 4 and 5 will demonstrate ability to construct organized essays using clear and relevant evidence aligned to the common Core Learning Standards as evidenced by an increase of one or more levels on the Ready Gen performance tasks between the beginning and end of 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.

*Students in grades 3, 4, and 5 are assessed using Ready Gen performance task and rated using a common rubric that rated specific traits of effective writing. Teachers in grade teams analyze the results and identified specific areas for writing development.

*Teachers and administrators analyzed the constructed response scores on NYS ELA Standardized test and noted that many students' ratings ranged between 0-1.

*Based on analyses of initial performance task teachers noted students' inability to use text evidence to support main idea or opinion and to organize information in a structured essay.

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. Teachers on grade teams will craft specific learning objectives aligned with the writing traits identified as growth areas for students and will integrate constructed response questions in all reading lessons and emphasis on textual evidence to support responses.
2. Teachers will follow and established protocol to look at samples of student work, identify deficiencies and determine specific instructional strategies to address students' weaknesses.
3. Teachers will administer monthly writing to monitor student progress.

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

1. Teachers grades, 3 4 and 5.
2. Teachers grades 3, 4 and 5, ELL and AIS.
3. Teachers grades 3,4 and 5, Administration

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

1. Teacher lesson plans and student work products; ReadyGen.
2. Teachers on grades 3, 4, and 5 will meet during common time and use protocol to evaluate samples of student work and determine next steps for instruction.
3. Classroom teachers using a common rubric will evaluate grade unit writing tasks.

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015

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

1. Teachers will be scheduled time for collaborative planning of writing lessons that specifically address common areas of weaknesses across each grade and will be guided in crafting writing objectives that are clear, measurable and achievable.
2. Ready Gen ELA materials will support Common Core Learning Standards in Writing.
3. Professional development provided by network instructional leads ELA coach will provide specific strategies in grades 3, 4 and 5.

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).

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	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.

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Goal and Action Plan #3

Annual Goal #3

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

By June 2015, students in Grades K-5 will improve mathematical skills as measured by a 10% increase in Go Math end of unit tests as compared to the beginning of the year inventory assessment.

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.

On New York State Spring 2014 Math exam, 46% of students met or exceeded the standards however the school's median growth percentile was below the city. Our need to develop instructional goals for our students is essential as we focus on math in grade K-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. Teachers will meet in teams to review student work from Go Math unit exams and performance tasks.
2. AIS will be provided for students during the school day.
3. After school program will provide supports for students.

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

1. Teachers will meet in grade teams.
2. AIS teachers will work with classroom teachers to provide focused support.
3. Students scoring below level will be give focuses support two times a week.

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

1. Staff determined that an increase of 5% in student's performance would be the expectation from September 2014-January 2015. From January 2015-May 2015 and additional 5% increase will be expected.
2. Additional support in using multiple data points to analyze data and differentiated instruction as needed.
3. Afterschool provider will meet with classroom teachers to discuss students' progress.

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

1. September 2014-May 2015 will be the timeline.
2. From September 2014-June 2015 teacher will evaluate assessment results.
3. December 2014-May 2015.

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

1. Teachers will discuss results during the grade level teams that meet weekly during common preps. The additional teams will be able to meet on Tuesday afternoons.
2. The Go Math Mathematics Program, tiered intervention and online resources will be used to differentiate instruction. Data from benchmark assessments, unit assessments, and samples of student work will be used.
3. Afterschool will be offered from January 7th to April 1st two times a week.

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).

Parent workshops will be given on math strategies, the math curriculum based on the Common Core Learning Standards, and the Go Math Program. The staff will regularly attend scheduled parent meetings to share information and respond to parent questions and inquiries. Teachers will contact parents on Tuesday afternoons.

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	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.

Goal and Action Plan #4

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 2015 60% of teachers will move up on one component from domains 2 and/or 3 of the Charlotte Danielson Framework as a result of administrators observing teachers at least four times and providing teachers with focused feedback and professional development.

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.

Last year's Advance data was analyzed for pedagogical weaknesses. After compiling the data we found that the greatest area of need is to improve level of student's engagement and the questioning and assessment techniques of teachers. Teachers need to incorporate higher-level questions and those that involve critical thinking.

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 Administration will observe all teachers at least 4 times with focused feedback
- 2 Assistant principals, AIS teachers and CEI Instructional Lead will provide professional development.

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

1. Classroom teachers, AIS teachers and Cluster teachers
2. Principal, Assistant Principals and Network Staff

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

1. Professional development will be given on a weekly basis. The Professional Development Team will also meet each week to discuss the needs of teachers
2. Observations will be conducted at least four times per year for each teacher. There will be ongoing discussions between administration and teachers and teachers will be given feedback from their supervisors, including next steps. Improvement will be gauged during follow-up classroom visits and observations

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

1. Observations will take place from September 2014-May 2015.
2. Professional Development sessions will be from September 2014-May 2015

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

- 1 Online resources and videos regarding teacher effectiveness will be utilized during Professional Development sessions.
- 2 Coverages will be used to provide development, as needed.

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).

Parent workshops will be given on math strategies, the math curriculum based on the Common Core Learning Standards, and the Go Math Program. The staff will regularly attend scheduled parent meetings to share information and respond to parent questions and inquiries. Teachers will contact parents on Tuesday afternoons.

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	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.

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	<p>Foundations intervention (grades K & 1)</p> <p>Fountas & Pinnell Intervention (grades 1 & 2)</p> <p>Differentiated instruction in all ELA classes – RTI, Tier I.</p> <p>Tier II represents the smallest group of students. These are identified students needing intervention with increased frequency and longer duration.</p>	<p>One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups.</p>	<p>Services provided during the school day as well as during after school.</p>
Mathematics	<p>Differentiated instruction in all math classes – RTI, Tier I.</p> <p>Through frequent content and skills based assessment, the effectiveness of Tier 1 will be determined. Students who need small group strategic instruction and more frequent assessment will be referred for Tier II instruction. Tier II represents the smallest group of students. These are identified students needing intervention with increased frequency and longer duration.</p>	<p>•One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups</p>	<p>Services provided during the school day as well as during after school.</p>
Science	<p>Hands-on experimentation infused within classroom science instruction.</p> <p>Science lab equipped to provide Tiers II and III interventional services.</p>	<p>•One 50-minute period of AIS instruction in Science per week.</p>	<p>Services are provided during the school day.</p>

<p>Social Studies</p>	<p>Social studies period tailored to meet the needs of individual students including Tiers II and III intervention services.</p>	<p>Frequency based on need.</p>	<p>Services are provided during the school day.</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Group and individual counseling providing guidance and crisis counseling during the school day. Assists all students experiencing behavioral and or emotional issues.</p>	<p>Frequency based on need.</p>	<p>Services are provided during the school 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 *TAS 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.
<ul style="list-style-type: none"> • The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to all new teachers to provide instructional support. • Vertical as well as horizontal alignment in classroom inter-visitations will be facilitated through the implementation of Instruction (teacher) rounds. • The implementation of an extensive interview process including a demonstration lesson. • Attention to college and teaching experience with close examination of any previous work achievements. • The Lead teachers will give professional development to teachers on Danielson competency 3B, Questioning and Discussion

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"> • Teachers are included on administrative teams such as the Professional Learning Team. • Lead teachers offer support in the form of Professional Development for best practices in instruction, acting as mentors, offering instructional resources and modeling of instruction. • Network support staff is made available for guidance in the areas of ELA, Math, Special Education, ESL, data collection, RTI, and the Danielson Framework for Teaching.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Provide assistance to parents in understanding City, State and Federal standards and assessments • Provide materials and supplies to those students in Temporary Housing

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"> • Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children • Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress • Provide early intervention services to preschool students

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.
<ul style="list-style-type: none"> • Professional development has been provided in Ready Gen and Go Math with regard to pre and post assessments. • Inquiry teams analyze student work and develop strategies to improve instruction. • The MOSL committee is responsible for making MOSL selections for each grade.

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).

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;
- 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.

DBN: 27Q063

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$614,040.57	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$279,285.00	X	See action plan
Title III, Part A	Federal	\$19,784.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$6,049,876.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Old South School	DBN: 27Q063
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 69
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 2
of content area teachers: 8

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 our Title III Supplemental Program activities will occur after school as indicated in the Title SAM #31's guidelines. Our After School Program for third, fourth, and fifth grade students is designed to help ELLs construct and apply academic knowledge, acquire new vocabulary, and improve reading, writing, and listening skills so they can achieve academic success in literacy and mathematics. This supplemental instructional program will also provide reading and math skills which are aligned with the new Common Core standards in literacy and mathematics. In order for our ELLs to be successful on NYS standardized assessments i.e., NYS ELA Exam, NYS Mathematics Exam, and NYSESLAT, the program will focus on rigorous texts and test-taking strategies. Materials and instruction will target the different text types as outlined in the Common Core Standards. Based on a review of data from the Annual Measurable Achievement Objectives (AMAO), about 30% of our ELLs are at risk with 34 ELLs at level 3 or greater and 9 ELLs at level 5 or greater. Data from the AMAO indicates about 26% of ELLs with 2 or more years of service scored at the first quartile on the 2014 NYSESLAT. As such, the benefit from this supplemental instructional program would continue to work toward closing the gap between academic expectations and current student performance.

The cost of our Title III After School Program represents 60% of the total allocation for Title III Supplemental Programs for ELLs. There are 69 ELLs enrolled in the After School Program: 18 Beginners, 11 Intermediate, 25 Advanced and 15 former ELLs. Seven (7) of the participating ELLs are from self-contained and ICT classes and are mainstreamed for literacy and math during the school day. Our After School Program consists of twenty-six (26) sessions which begin in January 2015 and end in April 2015. Each session is 90 minutes from 2:30 to 4:00 PM every Wednesday and Thursday. There are about 8 ELLs per class. There are two (2) ESL teachers and eight mainstream teachers. Teachers will receive the current teacher per session rate of \$51.51 (including fringes). The ESL teachers will provide inter-class rotations every 30 minutes within the 90 minute sessions. This will ensure that the needs of the ELLs are targeted. A supervisor will oversee the program due to the large number of students and teachers.

In the After School Program, ELLs receive instruction in English by certified ESL teachers and teachers certified in Common Branches. During grade level professional development, ESL teachers meet with the teachers and supervisors involved in the program to develop support strategies used in the program.

Part B: Direct Instruction Supplemental Program Information

Two (2) NYS certified ESL teachers will provide one workshop for eight (8) mainstream teachers. Teachers will receive the current teacher per session rate of \$51.51 (including fringes). The NYS certified ESL and mainstream teachers will use Common Core standards to develop rigorous instruction with multiple entry level points for ELLs at all English proficiency levels. Common Core Coach – English Languages Arts and Common Core Coach - Mathematics will be used to provide test-taking strategies and concentrate on a variety of text types and mathematics problem solving. In addition to the use of these resources, teachers will scaffold and differentiate instruction based on the academic needs of the students. ELLs are also provided with intensive instruction utilizing proven ESL strategies to promote problem solving skills and success on performance tasks. Schema building, bridging, and text representation are some of the ways we will accomplish our goals. In addition, an after school book study group led by a certified ESL teacher will explore ways to combine meaningful assessment methods with ESL methodology to meet the needs of our ELLs. The After School Program also offers additional opportunities for group academic assistance and socialization in a small group setting. This ensures that ELLs not only receive support within their mainstream classrooms, but also have an opportunity to receive individualized support beyond regular school hours.

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

Professional development will also be provided in an after school book study group made possible by Title III funding. A certified ESL teacher will lead a group of eight (8) teachers at per session rate using the book *Teaching Vocabulary to English Language Learners* by M.F. Graves, D. August, and J. Mancilla-Martinez. The group will explore ways to use a variety of research-based strategies to promote effective vocabulary instruction and turn daily classroom lessons and activities into valuable opportunities to help ELLs gain English language proficiency and meet Common Core State Standards. The book study group will consist of five (5) 1-hour sessions in May and June 2015. The following dates and topics will be covered during the course of the book study group:

May 6 Learning Words in a Second Language

May 13 Providing Rich and Varied Language Experiences

May 20 Teaching Word-Learning Strategies

May 27 Promoting Word Consciousness ,

June 3 Empirically Validating Vocabulary Programs for English Language Learners

In 2014/2015, ESL teachers will share and analyze student data from schoolnet, ARIS, and ImagineLearning with general education teachers via an online reporting system on Mondays during teacher team time. The data from these powerful tools will be used to create intervention strategies to supplement instruction in both the ESL setting and the general education classroom. Supplemental instruction is made possible by computers in all classrooms. School created assessments in general education classes will provide teachers with crucial formative data to isolate areas in need of support. Working collaboratively, ESL teachers and common branches teachers will create action plans and differentiate instruction to target skills that have not been mastered.

Part D: Parental Engagement Activities

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

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

Begin description here:

Our Parent Coordinator and other members of the Language Allocation Policy (LAP) team evaluate and address the needs and concerns of our parents. Utilizing data based on information of our ELL population, we provide written translation of school letters and notices to meet the language needs of our parents. The number of home languages have been tabulated and are adjusted throughout the school year to reflect our ELL population. At monthly PTA meetings parents of ELLs are encouraged to become active and involved members of the school community. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. All parents,

Part D: Parental Engagement Activities

including parents of ELLs, are asked to complete an annual survey about our school in their native language. The information from these surveys is also used to evaluate and address the needs of our ELLs and their families.

The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. The following are activities targeted toward parents of ELLs that will positively impact higher achievement for ELLs. These are in addition to mandated activities for ELLs. One NYS certified ESL teacher and the Parent Coordinator, Yolanda Arroyo, will host a one (1) hour Math Workshop and a one (1) hour Foundations Workshop in December and January to familiarize parents with the components of the Math curriculum and the Reading program. Translation is provided by the Parent Coordinator and parent volunteers to ensure that all participating parents and families of ELLs benefit from the workshop sessions. Health Plus will provide workshops given by Lupita Amadias, along with our Parent Coordinator and a NYS certified ESL teacher four (4) times a year. These 90 minute sessions discuss topics pertaining to health issues such as asthma, lice, cancer, etc. Translation is provided by Health Plus Workshops to ensure that all participating parents and families of ELLs benefit from these workshop sessions. Nutrition Workshops, hosted by Ana Clausell from Cornell University-Cooperative Extension, our Parent Coordinator, Yolanda Arroyo, and a NYS certified ESL teacher, are offered for 6-8 consecutive weeks. These two (2) hour sessions are a hands-on learning experience to promote healthy eating and nutrition. Translation is provided by Cornell University-Cooperative Extension to maximize the benefit to parents of ELLs. Energy Conservation and the Office of Emergency Management workshops are hosted by NYC and affiliates, the Parent Coordinator, Yolanda Arroyo, and a NYS certified ESL teacher. This 90 minute workshop is designed to inform communities on how to save energy, recycle, and how to be prepared in case of emergency. Translation is provided by the Office of Emergency Management to ensure that parents of ELLs and their families benefit from this workshop.

Our Parent Coordinator, along with a certified ESL teacher, will organize a trip to the Brooklyn Museum and the Brooklyn Botanical Garden for ELLs and their families. This trip provides an excellent opportunity for parents and their children to use English in meaningful ways. It also gives ELLs an opportunity to share what they learn in school with their parents. Through our Monthly School Calendar, parents of ELLs are notified of school events, PTA meetings, and the dates of New York State Assessments. The parent workshops and parent trips, made possible by Title III funding, are designed to promote literacy skills in the home. When parents, as well as their children, receive English instruction combined with helpful strategies to help them become proficient in English the academic outcomes will continue to improve. At parent meetings, the ESL teachers continue to stress the importance of developing literacy skills in both the Native Language and English. The ESL teachers provide parents with helpful resources with this purpose in mind. The successful collaboration between our Parent Coordinator, parents, and ESL teachers will result in academic success for our ELLs.

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

Part D: Parental Engagement Activities

written translation services are provided by the Translation Unit. All required signage and forms are available in English as well as nine other languages.

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

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.
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 063
School Name OLD SOUTH SCHOOL		

B. Language Allocation Policy Team Composition [i](#) 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 DIANE MARINO-COLEMAN	Assistant Principal YVONNE WALD
Coach N/A	Coach N/A
ESL Teacher LINDA GENAO	Guidance Counselor HETHA STEPHEN-LAWRENCE
Teacher/Subject Area ELLEN DAVIDSON	Parent TIFFANIE PLACERES
Teacher/Subject Area JESSE DAVIDSON	Parent Coordinator YOLANDA ARROYO
Related Service Provider JOANN CIPRIANO	Other N/A
Network Leader(Only if working with the LAP team) JOSEPH BLAIZE	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1335	Total number of ELLs	153	ELLs as share of total student population (%)	11.46%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	0	1	0	0	0	0								1
Pull-out	3	2	2	2	2	2								13
Total	3	3	2	2	2	2	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	131	ELL Students with Disabilities	28
SIFE	8	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	131	8	22	20	0	4	2	0	2	153

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	131	8	22	20	0	4	2	0	2	153
Number of ELLs who have an alternate placement paraprofessional: _____										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	18	14	18	21	13	10								94
Chinese	3	5	2	1	1	1								13
Russian														0
Bengali	5	4	4	2	5	6								26
Urdu	0	0	1	0	0	0								1
Arabic	1	4	1	2	1	1								10
Haitian	1													1
French														0
Korean														0
Punjabi			1											1
Polish		3			1									4
Albanian														0
Other	3													3
TOTAL	31	30	27	26	21	18	0	153						

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)	9	7	13	5	7	6								47
Intermediate(I)	5	5	5	9	2	3								29
Advanced (A)	17	18	9	12	12	9								77
Total	31	30	27	26	21	18	0	153						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	6	0		17
5	11	2	0		13
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	8	3	4	0	4	0	0	0	19
5	6	4	5	0	0	0	0	0	15
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	3	5	1	3	0	2	0	15
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
A team of ESL teachers and related service providers examined and evaluated Fountas and Pinnell reading levels for ELLs in grades K – 5. The majority of ELLs are approaching grade level or are below grade level. ELLs in Kindergarten and first grade have been in the NYC Public School System for a short amount of time and do not have the language and literacy skills needed to read on a

Fountas and Pinnell level on or above grade level. We are hopeful that with Foundations, a phonics-based literacy program, along with increased scaffolding techniques, targeted differentiated instruction, and Response to Intervention (RTI) strategies on-going assessments throughout the year will indicate that our efforts are resulting in higher reading levels for our ELL population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The Language Assessment Battery-Revised is administered to newly enrolled ELLs. An examination of the 2013 LAB-R reveals the following patterns for grades K-5. The majority of Kindergarten ELLs are Advanced with approximately twice as many Beginners as Intermediate ELLs. This may indicate that many ELLs are entering school with better speaking and listening skills than they have in the past as a result of more ELLs attending pre-Kindergarten programs. LAB-R scores for grades 1 - 5 reveal that the majority of ELLs score at the Beginner level. This may indicate that our ELL population in grades 1 -5, who were given the LAB-R, is made up of newcomers with very little exposure to the English language. As these students are immersed in the English language classroom, the natural process of acquiring the target language should occur.
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 [AMAQ tool](#))

School cannot respond to this question as the Spring NYSESLAT scores have not been reported in combined modalities.

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?

A team of ESL teachers and related service providers examined the results of NYS standardized assessments for ELLs. Overall performance by ELLs on NYS standardized assessments in English Language Arts and Mathematics indicates that students in grades 3, 4, and 5 at the Intermediate and Advanced level display an increased ability to approach NYS standards. Beginners were less successful (even on assessments in their Native Language), indicating the need for increased use of scaffolding techniques, targeted differentiated instruction, use of manipulatives, and on-going assessment. There is also an increased need for direct vocabulary instruction (in the content areas) and reading strategies to improve reading comprehension. An examination of the results of NYS standardized assessments in Math for grades 3, 4, and 5 indicates that beginners were less successful even on assessments in their Native language. P.S. 63Q does not administer ELL Periodic Assessments.

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](#).)

All ESL teachers will share student assessment data for grades K - 5 with the school leadership, classroom teachers, and related service providers. All Fountas and Pinnell reading levels, School Net Assessments for grades 3 – 5, Go Math Unit Tests for K – 5 and Performance Tasks, along with NYS ELA and Math assessments are shared during common preps and in teacher team meetings. The data from these powerful tools will be used to create intervention strategies to supplement instruction in both the ESL setting and the mainstream classroom. Success from our intervention strategies is expected within a reasonable time frame. When ELLs fall short of academic expectations, we design and implement more effective instructional programs. Instruction is differentiated and drawn from multiple sources to meet the learning needs of our at-risk ELLs. Assessment is on-going and instruction is adjusted as needed to provide high quality instruction based on current research about language acquisition.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language acquisition is always considered in instructional decisions. Language acquisition varies from child to child and is measured throughout the year. Instruction focuses on grammar/syntax, morphological skills, semantic skills/vocabulary, and phonological skills and pragmatics. We design and implement targeted instruction and monitor progress over time.
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.).
Our school evaluates the success of our programs for ELLs by examining the annual standardized assessments, such as the NYSESLAT, the NYS ELA, and NYS Math exams. We also review and discuss ELL student work at our Teacher Team meetings in collaboration with mainstream teachers. Instruction is adjusted as needed to assure that the academic needs of our ELLs are addressed.

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](#).)

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

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 newly enrolled ELLs are invited to attend a parent orientation within the first ten days of the school year. Bilingual notices are sent accordingly to parents in Spanish, Bengali, Arabic, Punjabi, Polish, Haitian-Creole, Urdu, and Chinese. Arrangements are made so that bilingual translators are present during the orientation session for translation. During the orientation parents are informed about the programs available to them, as well as school expectations, promotional requirements, and ways to help their children at home. An orientation DVD is also presented to further explain all three types of programs options available to help their children become English proficient. The DVD is available in nine languages: English, Spanish, Chinese, Korean, Russian, Haitian, Bengali, Arabic, and Urdu. At these sessions parents complete the Parent Survey and Selection Form indicating their program preference. Parents are informed that at P.S. 63Q we offer all three program options, and that when we have 15 or more students in two contiguous grades with the same HL whose parents have opted for the same program, TBE or DL, a TBE or DL class will be created to accommodate parent's option. We track and monitor our parent choices throughout the school year with the expectation of creating a TBE or DL class when there are 15 or more TBE or DL parent choices. Parents who are unable to attend orientation are offered a make-up session to better accommodate their schedule. They are contacted by a follow up phone call in their native language and/or by mail. If parents are still unable to attend, they are given the DOE parent link and asked to view the parent orientation video online before completing their Parent Survey and Program Selection Form. We encourage parents to contact our Parent Coordinator, Yolanda Arroyo for questions concerning the programs available for their children. These procedures are ongoing throughout the school year. Parents of students who are continuing in a program from the previous year receive a Continued Entitlement Letter. The Parents receive this letter for each year their child is entitled to services. The entire Identification Process, from registration to Parent Orientation, and placement of student, is completed within the first 10 days of student enrollment, indicated by the RADP screen in ATS.
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 [\[see tool kit\]](#).)

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

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.
During the parent orientation session, parents are informed about the criteria used and the procedures followed to place identified ELL students. Placement Letters in the native language are sent home to all parents of newly enrolled ELL's indicating their child's score on the LAB-R. The student's score on the LAB-R determines whether their stage of language acquisition is Beginner, Intermediate, or Advanced. All Beginner and Intermediate ELLs receive 360 minutes of instruction and Advanced ELLs receive 180 minutes of instruction in a small group setting as mandated by CR 154. All our ELLs are serviced in a pull-out program. The ELPC screen in ATS is updated upon receipt of the Parent Survey and Program Selection Forms indicating the program choice.
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.
In the spring of each year, the New York State English as a Second Language Test (NYSESLAT) is administered to all ELLs to determine both English proficiency and continued entitlement or non-entitlement to bilingual/ESL services for the following school year. We use the RLER, an ATS report to ensure that all ELLs receive the NYSESLAT annually. The NYSESLAT is administered by the licensed ESL teachers. All teachers keep attendance records to indicate the modality and the date that the section of the test was administered, thereby ensuring that all eligible students are administered all four sections of the NYSESLAT during the allotted testing period.
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. 
For the past few years, the trend in parental choice has been predominantly Freestanding English as a Second Language. In 2009, 154 parents chose ESL out of 158 entitled students; in 2010, 161 parents chose ESL out of 169 entitled students; in 2011, 136 parents chose ESL out of 161 entitled students; and in 2013, 184 parents chose ESL out of 207 entitled students, as per BESIS.

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

Part 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. 63Q has a flexible, free-standing pull-out ESL program for grades K-5 as well as one self-contained first grade class. Using the pull-out model, ELLs travel as a block to the ESL teacher's classroom for all instruction. In the case of the self-contained class, students remain in the classroom, with their ESL certified, classroom teacher. An out-of-classroom ESL teacher also pushes in for five periods per week for additional support, and more targeted small group instruction. Students in this class are grouped heterogeneously and homogeneously according to the mandated number of instructional minutes. In the pull-out model, the beginner and intermediate students are grouped homogeneously and heterogeneously according to proficiency levels, and advanced students are grouped homogeneously. Proficiency levels are determined by the LAB-R and NYSESLAT. As of February 2014, the NYSITELL will replace the LAB-R as an instrument to determine proficiency levels.

The ESL teachers at P. S. 63Q gather the ELLs from their individual classes and travel as a block to the ESL classrooms. All four licensed ESL teachers have their own individual classroom. Every effort has been made to group ELLs in their grade appropriate classrooms to limit the travel time to and from ESL class, except for the self-contained First grade class, where no travel time is necessary.

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)?

P. S. 63Q operates on a seven period day, from 8:00 AM to 3:35 PM Monday, which includes extended day for students, 8:00 AM to 3:35 PM Tuesday, which includes teacher team meetings and analysis of student work, and 8:00 AM to 2:20 PM Wednesday through Friday. ELLs receive ESL services in 45 minute or 90 minute blocks to maximize teaching time and provide all ELLs with the mandated minutes, which are 360 per week for Beginner and Intermediate and 180 per week for Advanced students.

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.

ESL teachers use appropriate materials and visuals, modified language and scaffolding to make content comprehensible and enrich language development. The ESL teacher also integrates CALP and content instruction and teaches academic language skills. Metacognitive strategies such as goal setting, self-evaluation and organization are used to successfully integrate ELLs into the mainstream classroom.

Additional instructional approaches delivered by the ESL teachers, include vocabulary development through the use of read-alouds with discussions, modeling, close reading and cooperative and collaborative grouping to encourage student participation, shared leadership, social skill development, and accountable talk.

All ESL classes are conducted in English, with native language support whenever possible. Our ESL teachers make the greatest effort to provide reference materials, namely dictionaries in students' native languages. Computers are available in the ESL classroom for this and other purposes. As most recent research indicates that the ELL population often lacks the academic vocabulary necessary to make sense of rigorous text and classwork, time is spent during ESL class time to promote the development of academic vocabulary. Our teachers use visual and audio aids, including pictures, animations and video clips when available. Students are provided with lists of cognates, as well as word to word translations of essential academic and content vocabulary to bridge the gap between their receptive language skills and productive language skills. This promotes language transfer, which enables students to access knowledge they already possess in their native language to tackle new information and concepts in English.

In order to make content comprehensible for ELLs in grades K-5, the ESL teachers at P. S. 63Q model appropriate behavior and language by gesturing to develop understanding. Teachers also model how close reading ensures comprehension of rigorous texts. Other strategies for providing appropriate entry level points for ELLs to navigate more rigorous texts include, accountable talk, differentiated materials and instruction, peer tutoring, making connections to content and accessing prior knowledge in both English and/or the students' native language. The classroom teachers and the ESL teachers collaborate every week to plan lessons for the upcoming week.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
For students eligible to take state exams in their native language, efforts are made to provide translations of assessment material. For some of our new curriculum, such as Go Math, assessments are available online in the student's native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ESL lessons include speaking, listening, reading, and writing components to ensure that ELLs are appropriately evaluated in these modalities throughout the year. Practice NYSESLAT assessments provide feedback in all four modalities, and guide instruction by helping teachers prepare appropriate strategies and intervention in areas of weakness.
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).

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

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

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

They are offered a variety of academic intervention services in English. The ESL teacher adapts content to all levels of student proficiency through the use of graphic organizers, close reading, and higher order questioning and thinking to help ELLs achieve proficiency in English and no longer require ESL services. Students are grouped to support language and content objectives through pairing and cooperative grouping. A strong focus is placed on testing vocabulary in all content areas and test-taking strategies are taught in order to provide additional support for the New York State exams.

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?

Unless a student's disability prevents them from meaningfully interacting with grade level materials and ELL resources, ELL-SWD use the same materials that mainstream students use, with instructional adaptations when necessary. ESL teachers consult the Pearson Ready Gen Scaffolded Strategies Handbook to ensure appropriate entry level activities are used to provide access to CCLS aligned text and curriculum for all proficiency levels. Other adaptations are made as needed, according to students' IEPs.

ELLs with special needs are provided with additional support services in reading and math. They participate in ESL instruction as mandated by their IEP's. The instruction that they receive is modified, as needed, depending on their abilities. ESL teachers adapt and simplify materials in order to make it more comprehensible. They are given direct instruction of word meaning, multiple exposures to new words and opportunities to use them on a daily basis. These ELLs also receive additional scaffolding support to enable them to participate fully. They also receive Academic Intervention Services in English to target their individual needs.

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?

To provide ELL-SWD with the least restrictive environment possible, students are seen with mainstream student groups in the regular ESL classroom and ESL teachers consult with other service providers including, AIS, SETTS, APE, OT, PT, Speech, and Guidance to ensure that schedules do not overlap, and students are allotted the mandated minutes they are entitled to. Special Education Teachers, ESL teachers and other service providers collaborate, to discuss strategies that would be beneficial for individual students and ELL-SWD as a population. Paste response to question here:

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:

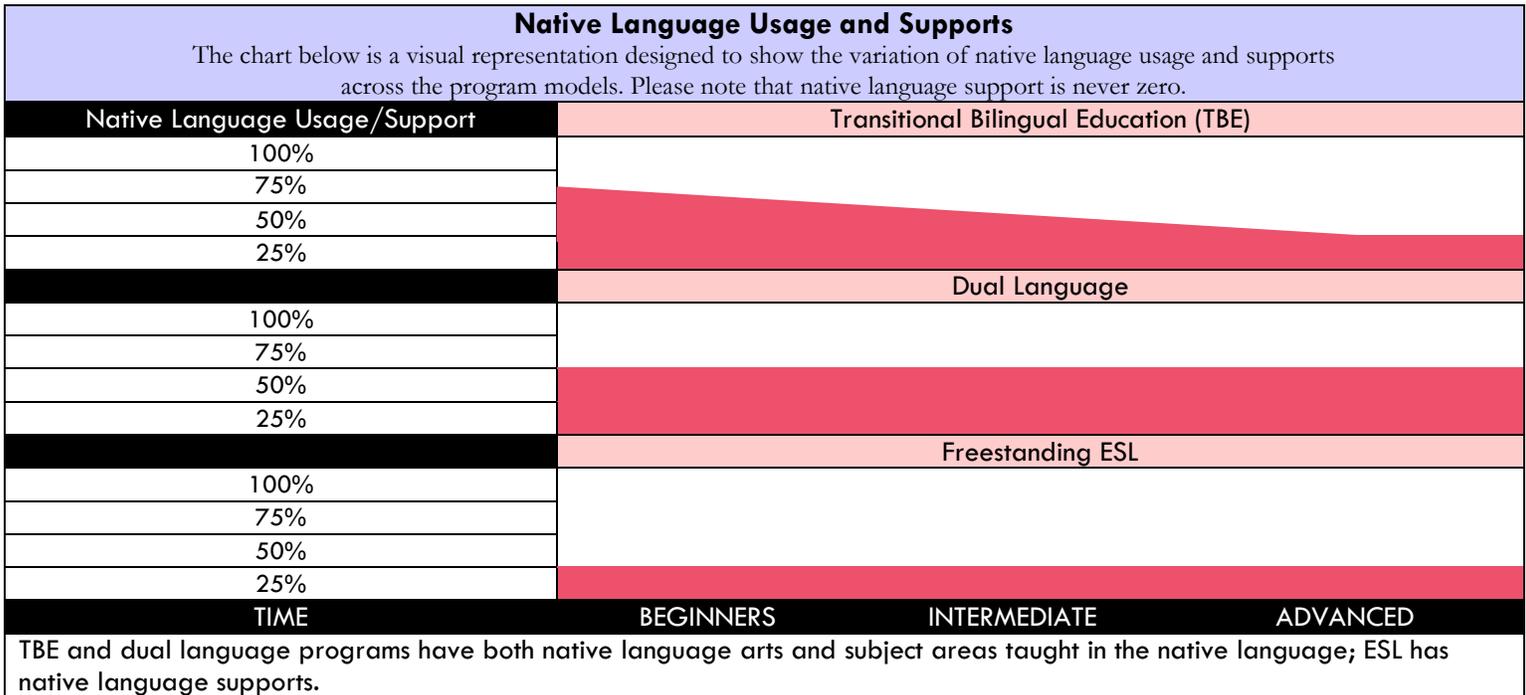
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
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



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.
- All ELLs in grades K-5 are targeted for Academic Intervention in Reading with Native Language support whenever possible. Students receive differentiated instruction that supplements the general curriculum and barriers are addressed to improve academic performance. Although P. S. 63Q does not have any bilingual classes, bilingual support is given throughout all content areas by providing ELLs with a partner who speaks the same language and is able to explain tasks and expectations. Having a peer tutor helps the ELLs to feel more comfortable and build up his/her self-esteem which in turn gives them the confidence needed to help them meet expectations. ELLs are encouraged to use their home language when appropriate which helps them to transfer skill from one language to another, develop mental flexibility and experience a sense of cultural stability and continuity. Also, ELLs use bilingual dictionaries and audio tapes of text whenever possible. Our school follows the RTI model for intervention services. Students, including ELLs are identified to receive Academic Intervention Services (AIS) in reading based on teacher recommendations, benchmark assessments (such as Fountas & Pinnell), and by analyzing data from the NYS ELA exam. ELLs in grades 3-5 are tested to determine their ability to recall facts and details, synthesize information, make inferences, and comprehend different genres. Beginning, Intermediate, and Advanced ELLs targeted for AIS reading instruction have scored Level 1 or 2 on the previous year's NYS ELA exam. AIS reading groups are small (about 6-8 students) and instruction focuses on literacy skills and strategies, as well as grammar, usage, and mechanics to promote English language proficiency and success on NYS standardized assessments.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- PS 63Q's current ESL program meets the needs of our ELLs content and language needs, in combining content area instruction with ESL instruction. ESL teachers use mostly non-fiction and some fiction texts to support our students in tackling CCLS. Ancillary texts that we use, including some provided by National Geographic are high interest and contain vivid graphics, and in the case of Ladders, are offered in four levels. ESL teachers also collaborate with classroom teachers to ensure that a natural progression to ELLs' regular classes is achieved. Additionally, as evidenced by the RLAT, a large percentage of our ELLs, including ELL-SWD gained proficiency, or showed growth by advancing to higher proficiency levels on the 2013 administration of the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- All ELLs receive instruction in the mainstream classroom ready gen is used city-wide, supplement ready gen by increased vocab instruction, strategy handbook, specific academic and linguistic needs of ELLs addressed. Compatible texts that are informational, rigorous, resources designed for ELLs, such as Nat Geo and Cengage, Ladders, which is leveled for differentiated instruction, has fiction and non-fiction built in, provide differentiated instruction. Reach and other trade-books.
12. What programs/services for ELLs will be discontinued and why?
- PS 63 no longer uses Rigby's On our way to English as its primary literacy program in grades, K-5. Though it contains all the components of a balanced literacy program, it is no longer used as an ELL core curriculum because it is not aligned with the CCLS. ESL teachers now use rigorous, CCLS aligned, texts to support Ready Gen, the curriculum, currently used at PS 63Q.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are identified and receive Academic Intervention Services (AIS) in math based on teacher recommendations, benchmark assessments (in Go Math), and by analyzing data from the NYS Math exam. Beginning, Intermediate, and Advanced ELLs targeted for AIS math instruction have scored Level 1 or 2 on the previous year's NYS Math exam. AIS math groups are small (about 6-8 students) and focus on the use of math manipulatives and hands-on instruction to help ELLs understand basic math concepts. Flash cards and math games are used to help ELLs master these basic concepts in an effort to move them towards more complex concepts and mastery. Math diagrams, charts, and real-world applications make it easier for ELLs to understand the steps in a math word problem. Native language math glossaries help ELLs transfer already mastered math concepts into English, making math more meaningful for them. It also helps promote academic success on NYS Math exams, whether ELLs take them in their Native language or in English. Furthermore, ELLs are invited to our after school program, held December through April, which provides students, especially ELLs with the additional practice and targeted instruction they need to achieve mastery on the NYS Math exam.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL teachers use supplementary texts that support the content and learning objectives of the curricula used at PS63Q (Go Math and Ready Gen). Every classroom has technology available to all students and their teacher's, including ELLs. The technology includes, computers and printers, laptops, document cameras, and projectors. All general and special education classrooms have at least one ipad, and many classrooms have smart boards.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is delivered in our ESL program by partnering students with the same home language for support, providing students with bilingual dictionaries, and word to word glossaries. For Spanish speaking students, our largest language minority population, materials are provided in English and Spanish when possible, and bilingual teachers offer support for translations of tasks and expectations.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All ELLs are seen with other students at their grade levels, and materials are reflective of their grade levels. Any modified materials, or texts use, are high level texts that have been modified for the students appropriate grade levels.
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.
Students are greeted at the time of registration, by an ESL teacher, and have an opportunity to become familiar with the school and parents of students who are eligible for services are made aware of the screening process. Parents of kindergarten students are invited to an Orientation for new students during June of the school year, before their children start school. In September of the school year, ESL teachers meet all new ELLs, and an ESL parent orientation is held for the parents of new ELLs, and all parents are invited to their child's grade level orientation, so that parents are prepared to help their children transition and acclimate to the new environment
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

PS 63Q does not have a Dual Language Program

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.

The professional development plan for ELL personnel at P. S. 63Q is centered on improving teaching practices and student achievement. All staff members, including ELL personnel, collaborate throughout the year in order to align lessons with the Common Core Learning Standards. Weekly meetings, as well as strategic professional development sessions, allow teachers to reflect on best teaching practices which will result in the development of highly effective educators. Our professional development plan is comprehensive and extensive. The following 2013-2014 dates and topics represent some of the on-going professional development at our school: Analyzing Student Work (September 1, 24; October 8, 15; January 28; March 25, and April 29), Engaging Students in Higher Order Thinking (October 21, 28; December 2), Data Analysis Planning Differentiated Instruction (March 18).

The ESL teachers currently provide on-going professional development on the Eight Principles of the Language Allocation Policy (LAP) and its implementation to the school community during workshops conducted on Professional Development Days, i.e. Election Day November 5, 2013 and Brooklyn-Queens Day June 5, 2014. Workshops are also conducted monthly during grade conferences. In addition, an after school study group, made possible by Title III funding, will develop ESL strategies in all content areas to be used by the entire staff. The 2014 tentative dates of the book study meetings are May 1, 8, 15, 22, and 29. CR Part 154 requires professional development sessions geared toward the needs of ELLs. Teachers and other staff are trained to implement research-based ESL strategies and techniques that actively engage ELLs in standards-based academic curriculum. The following personnel receive professional development in all content areas: Asst. Principals, common branches, special education, ESL, and subject area teachers, guidance counselors, psychologists, OT/PT and speech therapists, paraprofessionals, secretaries, and the parent coordinator. The professional development programs prepare the entire staff to create and implement challenging content and well-developed learning strategies that will prepare ELLs to think critically and solve problems. Two clerical days in June are used by the staff to collaborate and share information about ELLs as they transition from one school level to another. Our guidance counselor meets with fifth grade ELLs in general education classes to share information about open houses and information sessions in the middle schools. All new staff members receive 7.5 hours and Special Education staff and paraprofessionals receive 10 hours of training as per Jose P. A record of the training received by the staff is on file in the ESL department. Sign-in sheets and agendas are kept on file for all professional development sessions. Some other topics for professional development may include the new Common Core State Standards (CCSS) and English Language Learners, Stages of Second Language Acquisition, Compliance/Testing, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). In addition, all staff members are informed of professional development opportunities offered through professional organizations such as UFT, SABC, etc.

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?

Our Parent Coordinator and other members of the Language Allocation Policy (LAP) team evaluate and address the needs and concerns of our parents. Utilizing data based on information of our ELL population, we provide written translation of school letters and notices to meet the language needs of our parents. The number of home languages have been tabulated and are adjusted throughout the school year to reflect our ELL population. At monthly PTA meetings parents of ELLs are encouraged to become active and involved members of the school community. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. All parents, including parents of ELLs, are asked to complete an annual survey about our school in their native language. The information from these surveys is also used to evaluate and address the needs of our ELLs and their families. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Our Parent Coordinator hosts a Book Club for parents of ELLs, which meets once a month for the 2013-2014 school year. There are also monthly meetings to familiarize parents with the new curriculum and discuss how the new Common Core Learning Standards affect their children. A trip to the Bronx Zoo, for parent volunteers, provides an excellent cultural experience as well as a great way to express our gratitude for parent participation in school activities. Our school, in partnership with a community organization sponsored by Cornell University, also provides an 8-week nutrition workshop for parents of ELLs. Oral translators are available at these workshops to meet the needs of parents. Guest speakers address a variety of nutrition topics which affect the health and well-being of our ELLs. Through our Monthly School Calendar, parents of ELLs are notified of school events, PTA meetings, and the dates of New York State Assessments. The parent workshops and parent trips, made possible by Title III funding, are designed to promote literacy skills in the home. When parents, as well as their children, receive English instruction combined with helpful strategies to help them become proficient in English the academic outcomes will continue to improve. At parent meetings, the ESL teachers continue to stress the importance of developing literacy skills in both the Native Language and English. The ESL teachers provide parents with helpful resources with this purpose in mind. The successful collaboration between our Parent Coordinator, parents, and ESL teachers will result in academic success for our ELLs.

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

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

Parents who are interested in learning English are assisted in signing up for ESOL classes offered by the DOE's Office of Adult and Continuing Education. In addition, our school implements the services and amenities offered by the DOE's Language and Interpretation Unit (LIU), so that we may ensure that our school community is equally accessible to all parents. Some of these resources include, posters, written in nine languages that inform parents of the availability of translation services, upon entering the school building. In addition, a list of languages in English, side by side with 30+ other languages makes it easier to identify the preferred language of our ELL parents. As mentioned above, the LIU offers translation services for important school wide documents, and has also made accessible, an online archive of documents previously translated in the nine most represented languages of the NYC public school system, via the intranet. Documents pertinent to parents specifically, and other important information are available on the school.nyc.gov website, by clicking the parents' language.

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.

N/A

Part VI: LAP Assurances

School Name: OLD SOUTH SCHOOL

School DBN: 27Q063

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIANE MARINO-COLEMAN	Principal		10/15/13
YVONNE WALD	Assistant Principal		10/15/13
YOLAND ARROYO	Parent Coordinator		10/15/13
LINDA GENAO	ESL Teacher		10/15/13
TIFFANIE PLACERES	Parent		10/15/13
ELLEN DAVIDSON	Teacher/Subject Area		10/15/13
JESSE DAVIDSON	Teacher/Subject Area		10/15/13
N/A	Coach		10/15/13
N/A	Coach		10/15/13
HETHA STEPHEN-LAWRENCE	Guidance Counselor		10/15/13
JOSEPH BLAIZE	Network Leader		10/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q063

School Name: OLD SOUTH

Cluster: CFN531

Network: 5

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

Part A: Needs Assessment Findings

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

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

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

Our school's written translation and oral interpretation needs are assessed and reported in our Language Allocation Policy (LAP) which is on file in the main office for easy access by the entire school community. The number of home languages have been tabulated and are adjusted throughout the school year to reflect our ELL population. These numbers are used to address our written translation and oral interpretation needs. We have found that the major languages spoken by our ELLs and their families are as follows: Spanish (94 ELLs), Bengali (26 ELLs), Arabic (10 ELLs), Chinese (13 ELLs), Urdu (1 ELL), Haitian Creole (1 ELL), Polish (4 ELLs), Pashtu (3 ELLs), and Punjabi (1 ELL). At faculty meetings, the principal provides the staff with a list of translators to help with the written translation and oral interpretation needs throughout the school year. Notices for school events and workshops are provided for parents in their native language. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. We have found that when parents are kept informed of school programs and events there is increased parental involvement and better student attendance and achievement. We believe that our efforts to reach out to parents in their native language is proving to be successful as there has been an increase in the return of parental signage and attendance at various school functions, both academic and social.

Part B: Strategies and Activities

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

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

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

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

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

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