

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

**School Name:** PS 63 AUTHORS' ACADEMY  
**DBN (i.e. 01M001):** 09X063  
**Principal:** REINALDO DIAZ-LENS  
**Principal Email:** RDIAZ15@SCHOOLS.NYC.GOV  
**Superintendent:** LETICIA RODRIGUEZ-ROSARIO  
**Network Leader:** MARLENE WILKS

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, at least 80% of the students in grades K through 5 will either meet or exceed grade level expectations for the traits of writing (focus, development, structure, and conventions) as measured by the MOSL NYC performance Task- English Language Arts.

### **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.

*Careful analysis of the 2014 data (performance based tasks including constructed responses) revealed that our students need additional supports in meeting specific criteria for the different traits of writing set forth by the Common Core Learning Standards. To address this need, our teachers meet in their collaborative planning teams at least twice per month to look at student data to make necessary adjustments to current and future units of study.*

### **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. Engage all classroom teachers and support staff in ongoing professional development around the reading of complex texts (close reading strategies).
2. To attain this goal, grade level teams, with the support of Network Support Specialists, administrators, and coaches will meet during collaborative planning time to modify ReadyGen writing units to align with the CCLS and the Six Shifts in literacy.
3. Grade level and vertical teams will meet and look at student work, make adjustments to units and plans in order to support all students in reaching the level of performance set forth by the Common Core Learning Standards.
4. Some strategies we use with fragile learners are total physical response, realia, sentence frames, vocabulary boards with words, pictures and sentences in context, monitor for meaning, graphic organizers, student facing rubrics, colored coded anchor charts, checklists, etc.

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

1. Provide weekly common planning time for collaborative planning with administrators, coaches, and teacher leaders.

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

1. End of unit performance based assessments (PBA), New York State (NYS) ELA Assessments, and Measures of Student Learning (MOSL)

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

1. Every 4 – 6 weeks the Performance Based Assessments (PBA) are administered
2. Monthly collaborative planning to analyze the PBA and make the necessary modifications to upcoming units and professional learning opportunities
3. Twice per year (Beginning and end of school year) MOSL assessments are administered

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

- Our partnership with Time In For Kids allows students in Pre-K, Kindergarten, and Third Grade to go to an art studio or museum once a week where they engage in a full range of conceptual, intellectual and creative experiences in music, movement, visual arts, literature and film to provide multiple opportunities and experiences in writing from visual sources. This is a pre-requisite for writing from sources as stated in the CCLS.
  - During the Circular 6 period, teachers provide small group instruction to target struggling students in reading, writing and math.
  - Tax Levy (TL) Fair Student Funding (FSF) will be used to fund 12 teachers to provide Saturday Academic Instruction beginning the first week of February 2014 and ending the last week of April 2015.
1. TL School Wide Program (SWP) funds the after school program that services 40+ students in Second, Third, Fourth, and Fifth Grade. Students are selected based on their performance on the 2013- 2014 NYS Math and ELA assessments along with classroom teachers' recommendations. The selected students are assigned to participate in a 1 hour long program twice a week. The instruction is based on explicit, intensive work focusing on critical areas with an emphasis on writing from sources. This program provides support in ensuring student achievement of the goal.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Curriculum Night: Outline grade level expectations for all students
- Coffee Hour: Monthly meetings with the principal to discuss parental concerns, including instructional foci.
- Invitations to attend end of unit writing celebrations where students share the work they have done and share how they have grown as writers.

- Workshops facilitated by administrators, coaches, and teachers around the Common Core Learning Standards and how parents can provide at home help to their children in order to help them to be successful
- Monthly progress reports that keep parents abreast of their children performance in all content areas.
- United Federation of Teachers (UFT) Parent Engagement on Tuesdays is used to inform parents of student progress and strategies they can use to support their children in all areas of need.

PS 63 School Website- PS63.org provides a monthly newsletter design to inform parents of school activities and student progress in writing from sources in addition to providing information for parents on strategies in all content areas they can use to work with students at home.

***Budget and Resource Alignment***

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

	Tax Levy		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.

***Budget and Resource Alignment***

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	Tax Levy		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.

Title I School wide Project  
 (SWP) \$97,563 Full time Literacy Coach  
 Tax Levy(TL) \$3395 Library books

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, there will be an 8% increase in the number of Students with Disabilities (SWD) moving from a current Level 1 to a Level 2 as measured by the New York State ELA assessment and other school-based and citywide assessments (MOSL).

### **Comprehensive Needs Assessment**

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

Based on the current data, NYS ELA assessment, Periodic Assessments, Fountas and Pinnell (analyzing student reading behaviors), and the PBA's our students are literal readers and thinkers; as a result, they struggle with deep comprehension especially in the early grades where they are still learning reading and writing techniques to help them think more deeply about complex texts. To avoid future achievement gaps, we have allocated multiple strategies for moving them forward in this area.

### **Instructional Strategies/Activities**

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

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

1. All teachers will engage in professional development with a focus on engaging all students in close reading of complex text.
2. Grade level and vertical teams will meet and look at student work, make adjustments to units and plans in order to support SWD in moving towards the level of performance set forth by the Common Core Learning Standards.
3. SWD will also get targeted instruction in small group settings with additional supports from coaches and other academic support staff.
4. Students are formally and informally assessed as needed with the Fountas and Pinnell Benchmark Assessments System.
5. Provide ongoing professional development by the coaches and administrators, analyze and track student progress, and plan differentiated instruction to ensure the success of all our SWD.
6. From September to June, teachers meet with small groups for strategy instruction within guided reading. Teachers confer with individual students to strengthen the individual reading needs as well as the needs of the group.
7. Classroom libraries are furnished with high interest, content-rich books at both the instructional and independent levels for every student.
8. For our fragile learners, we are implementing the following research based strategies: Total Physical Response, realia, graphic organizers, Frayer model, vocabulary word walls with picture support and sentences in context, color coding sentence frames, color coding questions, anchor and process charts, etc.
- 9.

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

1. Provide grade collaborative planning two times per month with administrators, coaches, and teacher leaders

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

1. Provide grade collaborative planning two times per month with administrators, coaches, and teacher leaders

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

- September 2014 through June 2015
- Every 4 – 6 weeks the Performance Based Assessments (PBA) are administered
- Monthly planning time is allocated for teacher teams for data analysis and making necessary adjustments to instructional plans. Twice per year (Beginning and end of school year) MOSL are administered

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

1. Our partnership with Time In For Kids allows students in Pre-K, Kindergarten, and Third Grade to go to an art studio or museum once a week where they engage in a full range of conceptual, intellectual and creative experiences in music, movement, visual arts, literature and film to provide multiple opportunities and experiences in writing from visual sources.
2. Special Education teachers utilize flexible scheduling to provide targeted instruction to Level 1 and Level 3 students two or three times a week for a forty-five minute period.
3. A morning tutorial for targeted students (Level 1 and Level students) two days a week for forty-five minutes by teachers trained in the Wilson Intervention Program.
4. Afterschool reading programs service students in grades K- 5.
5. During the Circular 6 period, teachers provide small group instruction to target struggling students in reading, writing and math.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Curriculum Night: Outline grade level expectations for all students

- Invitations to attend end of unit writing celebrations
- Workshops facilitated by administrators, coaches, and teachers around the Common Core Learning Standards and how parents can provide at home help to their children in order to help them to be successful
- Monthly progress reports that keep parents abreast of their children performance
- PS 63 School Website- PS63.org provides a monthly newsletter design to inform parents of school activities and student progress in writing from sources in addition to providing information for parents on strategies in all content areas they can use to work with students at home.
- United Federation of Teachers (UFT) Parent Engagement on Tuesdays is used to inform parents of student progress and strategies they can use to support their children in all areas of need.

***Budget and Resource Alignment***

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

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

***Budget and Resource Alignment***

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

Tax Levy (TL) \$24,496 Before and After School programs to support Level 1 and 2 students.  
 School wide Program (SWP) \$ 7,992 General instructional supplies.  
 Tax Levy Teacher Per Session \$ 8,395 allocated towards resources and materials to be used for Before and After school programs.

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By June 2015 there will be a 5% increase in the number of students performing at levels 3 & 4 as measured by the New York State Mathematics Test

#### **Comprehensive Needs Assessment**

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

In reviewing the 2014 NYS Math assessment, performance based assessments, and state achievement standards, we noticed that our students demonstrated success with conceptual understanding. However, they struggled with comprehension of problems and devising a clear solution, when presented with multi-step or multi-operational tasks.

#### **Instructional Strategies/Activities**

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

##### **1. Strategies/activities that encompass the needs of identified subgroups**

2. Provide ongoing professional development for all teachers around the Standard Math Practices and Math Instructional Shifts with focus questioning and discussion, task creation, and problem solving strategies i.e., unpacking, representing problems using numerical and pictorial models, graphic organizers, incorporating the use of math manipulatives, etc.
3. To attain this goal, grade level teams with the support of Network Support Specialists, administrators, and coaches will meet during collaborative planning time to modify Pearson enVision units to support the needs of all students around critical thinking and problem solving skills of multi-step or multi-operational tasks.
4. Grade level and vertical teams will meet monthly, look at student work, and make adjustments to units and plans in order to support all students in reaching the level of performance set forth by the Common Core Learning Standards.
- 5.

##### **6. Key personnel and other resources used to implement each strategy/activity**

1. Provide grade level collaborative planning time twice per month with administrators, coaches, and teacher leaders.

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

1. End of unit performance tasks, NYS Math Test, and Measures of Student Learning (MOSL).

##### **8. Timeline for implementation and completion including start and end dates**

- September 2014 through June 2015
  - Every 4 – 6 weeks the end of unit assessments and performance tasks are administered.
  - Twice per year (Beginning and end of school year) MOSL are administered
- Monthly planning time will be allocated for data analysis and making necessary adjustments to instructional plans.

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

1. TL SWP will be used to fund 12 teachers to provide Saturday Academic Instruction beginning the first week of February 2014 and ending the last week of April 2015. Title I SWP funds and FSF will be used to purchase research based program materials to support Goal 3.
2. After school program services 40+ students in Second, Third, Fourth, and Fifth Grade. Students are selected based on their performance on the 2013- 2014 NYS Math Test along with classroom teachers' recommendations. The selected students are assigned to participate in a 1 hour long program twice a week. The instruction is based on explicit, intensive work focusing on critical areas with an emphasis on problem solving. This program provides support in ensuring student achievement of the goal.
3. During the Circular 6 period teachers provided small group instruction to target struggling students in math around areas of need as reflected by qualitative and quantitative data.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Curriculum Night: Outline grade level expectations for all students
- Coffee Hour: Monthly meetings with the principal to discuss parental concerns, including instructional foci.
- Invitations to attend end of unit writing celebrations where students share the work they have done and share how they have grown as writers.
- Workshops facilitated by administrators, coaches, and teachers around the Common Core Learning Standards and how parents can provide at home help to their children in order to help them to be successful
- Monthly progress reports that keep parents abreast of their children performance in all content areas.
- United Federation of Teachers (UFT) Parent Engagement on Tuesdays is used to inform parents of student progress and strategies they can use to support their children in all areas of need.

- PS 63 School Website- PS63.org provides a monthly newsletter design to inform parents of school activities and student progress in math in addition to providing information for parents on strategies in all content areas they can use to work with students at home

***Budget and Resource Alignment***

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

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

***Budget and Resource Alignment***

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

Tax Levy (TL) \$16,000 Level 1 support  
 School wide Program (SWP) 36,690 General supplies

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **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.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **2. Key personnel and other resources used to implement each strategy/activity**

3.

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

1.

#### **5. Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

	Tax Levy	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 #5

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

### **Annual Goal #5**

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

### **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.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **2. Key personnel and other resources used to implement each strategy/activity**

3.

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

1.

#### **5. Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

	Tax Levy	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.

## 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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	High-quality instruction by the RTI Reading Specialist, twice per week for a forty-five-minute session. This practice allows for systematic implementation of Leveled Literacy Intervention (LLI) for our fragile learners. Designated periods are determined for each grade with little interruption in classroom instruction	Small group services will be both in the classroom and pull-out services to support the student needs	During the instructional day
<b>Mathematics</b>	Classroom teachers receive instructional support for differentiated instructional Practices from the Academic Math Coach. Flexible groups are established through on analysis of data, identifying areas of strengths and weaknesses.	Small group services will be both in the classroom and pull-out services to support the student needs	During the instructional day
<b>Science</b>	The classroom teacher and the science cluster collaborate to identify best practices, support, design or align instruction, and differentiate resources to meet the needs of these learners.	Small group	During the instructional day
<b>Social Studies</b>	Some of the strategies employed are flexible grouping, frontloading vocabulary with visual aids, graphic organizers, and reading texts independently or during guided reading instruction.	Small group	During the instructional day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling and other related services	Small group and individual needs	At-Risk speech services-during the instructional day  At-Risk counseling services during the instructional day

**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Hiring fairs; recommendations from Network support team; Teacher Finder

**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).
UFTTC Literacy Coach; .5 Literacy Coach; Math Coach; Network New Teacher Cohort; 1 – 1 Peer Coaching

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Free uniforms, school supplies; educational related field trips; clothes

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> 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: 09X063**

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 # 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	\$506,578.05	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	\$101,093.00	X	See action plan
Title III, Part A	Federal	\$13,868.00	X	See action plan
Title III, Immigrant	Federal	\$20,157.00	X	See action plan
Tax Levy (FSF)	Local	\$3,250,170.00	X	See action plan

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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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<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: P.S. 63	DBN: 09X063
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

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:

Rationale:

In looking at our 2014 NYSESLAT data, we found that there was an overall proficiency stall with some of our current 4th grade English Language Learners. Out of the 22 students who took the NYSESLAT, more than half of the students stalled in their proficiency level or regressed. The 2014 NYSESLAT data shows that seven students regressed from their Advanced and Intermediate levels and eleven students did not show movement and remained at their 2013 proficiency level. The findings were concerning, because this grade in particular, has shown steady growth in the past. We continued to look closer at the 2014 NYSESLAT data and also found that in large part, students scored lower in the listening and writing modalities. In order to address these findings we are focusing on the listening modality in Group 1 of the Title III Morning Program. Our goal is to improve the listening process for our English Language Learners, by focusing on cognitive processing. This will be done through Top-down processing strategies and Bottom-up processing strategies. The strategies that will be used throughout the program, include listening for the main idea and details, making predictions, drawing inferences, summarizing, and recognizing word-order patterns. This will be done through read-alouds and reader's theater texts.

Group 2 of the Title III Morning Program will focus on writing skills of Second grade English Language Learners. These ELLs scored at a Beginner level in the writing modality of the 2014 NYSESLAT. The focus of this group is writing, which is aligned to the Common Core Standards. The work the students complete parallels the second grade curriculum and is designed to strengthen the skills they will need in their classrooms. Currently the grade is learning how to write a narrative and the group has been focused on writing a story across pages with a beginning, middle, and end. The activities in the morning group have exposed them to academic language which will be helpful in their writing. In addition, students will be provided with tools to scaffold their writing such as, sight-word cards, picture dictionaries, adjective charts, and the use of various graphic organizers.

Subgroups and Grade Levels of Students Served:

## Part B: Direct Instruction Supplemental Program Information

Group 1 - Morning Program: Ten English Language Learners in 3rd and 4th grade who are at a Beginner or Intermediate proficiency level.

Group 2- Morning Program: Ten English Language Learners in 2nd grade who are at a Beginner, Intermediate, or Advanced proficiency level.

Schedule and Duration:

Group 1- Morning Program: October 2014 -June 2015 on Monday/Tuesday/Wednesday from 7:15 a.m.- 8:00 a.m. The program runs 3 classes per week for 32 weeks.

Group 2- Morning Program: November 2014- June 2015 on Wednesday/Thursday/Friday from 7:15 a.m.- 8:00 a.m. The program runs 3 classes per week for 30 weeks

This is the only before school instructional program, therefore a supervisor will be needed Monday-Friday from 7:15-8:00.

Language of Instruction: English for Group 1 and Group 2

# and types of certified teachers: Two certified ESL teachers

Types of Materials:

Group 1 and Group 2 - Morning Program: Multicultural read-aloud texts, Audio text cd's, Reader's Theater folktales and fairytales, Nouns, Verbs, and Adjectives Photographic Learning Cards, Daily Language Review Center, Teacher-made materials

## 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

## Part C: Professional Development

- name of provider

Begin description here:

Rationale:

P.S. 63 will offer professional learning activities for certified ESL teachers and teachers not certified in ESL who work with ELLs. Teachers will be provided with instructional strategies they can use in the classroom to support their students with language growth and achieving academic success. The focus is on understanding the role of language in their classroom with Beginner, Intermediate, Advanced, and former ELLs. The professional development will be at no cost to the Title III program.

1) School-wide professional development is offered every Monday. ESL strategies and scaffolding techniques are incorporated into the Reading, Writing, and Math topics discussed in the pd sessions.

November 3rd PD Session: Math Talk- Construct a viable argument around a problem and critique the reasoning of others

Language Focus:

Talk Moves- Using sentence stems and accountable talk for language development

Active listening, repetition, wait time for Beginner ELLs (I heard...)

Manipulatives to help guide the student discussion (sequence cards with First, Next, Last)

2) K-2 and 3-5 ESL specific professional development sessions

October 29th PD Session: Understanding Language Patterns and Strategies to Support all Proficiency Levels

3) Professional development series with Laura Ayala, ELL Instructional Liaison at UFT Teacher Center  
Focus of first workshop will be on "Frontloading Language for ELLs"

Teachers to receive training:

certified ESL teachers

teachers not certified in ESL who work with ELLs

## Part C: Professional Development

### Schedule and duration:

- K-5 in house professional development (Mondays, ongoing throughout school year 2014-2015)
- K-2 and 3-5 Professional Development (3 sessions, one hour long)
- Professional Development Series with Laura Ayala (1st session in January, one hour)

### Topics to be covered:

- Writing Focus: Structure and Development
- Math Talk: Construct a viable argument around a problem and critique the reasoning of others
- The Traits of Writing
- Language Patterns across Language Proficiencies
- Assessment and Questioning: Use questions to determine students level of understanding

### Name of providers:

- Ms. Greene- Literacy Coach
- Ms. Belderes- Literacy Coach
- Ms. Lindenberg- Math Coach
- Ms. Suarez- ESL Teacher/Coordinator
- Ms. Ranalli- 1st grade ESL Teacher
- Ms. Landau- 4th grade Teacher
- Ms. Ayala- ELL Instructional Liaison at UFT Teacher Center

## Part C: Professional Development

## 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:

Rationale:

The three planned workshops for parents of English Language Learners are intended to address needs across grades K-5. The first workshop, “Developing Language and Literacy at Home” will target our Kindergarten ELLs. We found that Kindergarten students who took the LAB-R, Spanish LAB and now the NYSITELL scored low in the speaking modality. We want to address this need by working with parents to address oral fluency and language development. The purpose will be to inform parents why and how exposure to language and literacy at home is essential to their academic growth. In addition, we will provide parents with new ideas to build on what they may already be doing at home and create a literacy-rich environment. The second workshop will be “Language and Technology For Your Child”. We want to inform ELL parents of more meaningful ways to use technology at home to support their child academically. Our focus will be on sharing educational websites and apps that target language development. We will help parents navigate these websites and apps, so they can help their child use them. The third workshop is, “Supporting English Language Learners Beyond Elementary School”. We will share useful information about the transition from elementary school to middle school for their English Language Learners. We want parents to understand the middle school transition process and understand the resources and supports available to them as English Language Learners. Parents will be better informed and this will ensure a successful middle school experience for their child. Some questions that will be answered are, how does this transition impact current and former ELLs? How can I support my child in this transition?

Schedule and duration:

#### Part D: Parental Engagement Activities

The Title III, ELL parent workshops will take place in November, January, and March. The first workshop will take place at 9:00 a.m. during school hours. The other two workshops will take place afterschool at 2:30 p.m. during parent/teacher engagement time. Light refreshments will be purchased for each of the three workshops. In addition, materials for the workshops will be purchased (e.g., magnetic letters, flash cards, dry erase markers).

Topics to be covered:

1. Developing Language and Literacy at Home
2. Language and Technology For Your Child
3. Supporting English Language Learners Beyond Elementary School

Name of Providers:

Ms. Suarez- ESL Teacher/Coordinator

Ms. Lopez- Parent Coordinator

How parents will be notified of these activities:

Parents will be notified of the workshops through school letter, school calendar (hardcopy/online), telephone message system, and school flyer.

**Part D: Parental Engagement Activities**

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**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>063</b>
School Name <b>Authors' Academy</b>		

### 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 <b>Reinaldo Diaz-Lens</b>	Assistant Principal <b>Chris Lothian</b>
Coach <b>Lindsay Colon</b>	Coach <b>type here</b>
ESL Teacher <b>Alejandra Suarez</b>	Guidance Counselor <b>Janet Torres</b>
Teacher/Subject Area <b>Talia Ranalli/ESL</b>	Parent <b>Carmen Jacobo</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lisa Pineda</b>
Related Service Provider <b>Myrna Ramos</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>592</b>	Total number of ELLs	<b>110</b>	ELLs as share of total student population (%)	<b>18.58%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE	18	29	17	22	15	9								110
SELECT ONE														0
<b>Total</b>	<b>18</b>	<b>29</b>	<b>17</b>	<b>22</b>	<b>15</b>	<b>9</b>	<b>0</b>	<b>110</b>						

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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
Dual Language										0

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	
ESL	87	1	12	20	0	9	3	0	1	110
Total	87	1	12	20	0	9	3	0	0	110

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	4	3	5	2	1								33
Intermediate(I)	0	10	6	6	3	1								26
Advanced (A)	0	15	8	11	10	7								51
Total	18	29	17	22	15	9	0	0	0	0	0	0	0	110

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	1	5	0	1	0	9
8									0

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.  
Upon enrollment at P.S. 63, English Language Learners are assessed according to the information gathered from the Home Language Survey and informal interview. Students with knowledge of English are assessed using Fountas and Pinell benchmark assessment system. This reading assessment helps evaluate the student's reading process, fluency, and comprehension. In addition, we are able to

determine the independent and instructional reading levels of the student. Spanish speaking students are assessed using "El Sol" and "Evaluacion del desarrollo de la lectura" (EDL) or Developmental Reading Assessment. "El Sol" assesses the literacy development of newcomers including alphabet, sight-word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. EDL helps identify students' skills in reading engagement, oral reading fluency, and comprehension. These initial assessments give us a starting point in working with our ELLs. They also help determine small group placement and provide valuable information for the classroom teacher, such as the student's literacy skills in the native language. Since these assessments occur every six weeks, they support the use of specific ESL strategies in whole group and small group lessons.

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

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

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

After careful review of the NYSESLAT modalities - reading/writing and listening/speaking, we are taking a closer look at ways in which to support upper grade ELLs in their writing. One way this will be addressed is in the classroom through strategy and process charts. In their mini-lessons, teachers name the skill that the students are expected to learn, and then they model "how" students are expected to achieve that skill. By naming the "what" and "how", students are able to implement the new learning independently. To reinforce independence, teachers provide students with multiple strategies for each skill. These skills are then charted to support our ELLs in meeting grade level standards and moving towards fluency in writing. In addition, multi-sensory approaches, Total Physical Response, graphic organizers, and differentiation in writing tasks will target various proficiency levels.

4. For each program, answer the following:

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

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

N/A

7. For dual language programs, answer the following:

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

N/A

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon enrollment at P.S. 63, a parent/guardian will complete the student registration forms and the Home Language Survey for their child. A brief informal interview is conducted with the parent and child by a trained pedagogue. If necessary, accommodations are made to interview the parent and child in their native language. There is careful review of the Home Language Survey by a trained pedagogue, who determines if the student is eligible for the initial assessment (LAB-R or Spanish LAB) based on the information gathered. The Language Assessment Battery-Revised (LAB-R) and Spanish LAB are administered by the ELL coordinator. The students who are Spanish speakers will be assessed using both the LAB-R and Spanish LAB. Both assessments are used to help determine the student's language dominance. These assessments are administered within the first ten days of the student registering at our school. This helps to ensure appropriate and rapid program placement for the students. The student's cut score on the LAB-R and Spanish LAB of Beginner, Intermediate, Advanced, or Proficient will inform us if the student is an English Language Learner or not and help determine his/her placement. The school keeps a copy of the Home Language Survey in the student's cumulative file in the main office.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The parents of our English Language Learners are provided with information about the three educational programs available to them (Transitional Bilingual Education Program, Dual Language Program, Freestanding ESL Program). Once the intake process is completed, parents are informed of their child's eligibility for ELL services through an entitlement letter and invitation to the Parent Orientation. A parent orientation is held in the afternoon and in the morning to accommodate parent schedules. This year the parent orientations were facilitated by Ms. Suarez (ESL teacher) and Ms. Pineda (Parent Coordinator). At the beginning of the meeting, parents are again informed of the results of their child's assessment, making them eligible for ELL services. During the Parent Orientation meeting, parents are given a thorough explanation of the three instructional models available to their children. Parents have the opportunity to view the "Parent Orientation video" available in various languages and they receive a parent flyer

explaining each of the three program options. Our goal is to have every parent become familiar with the program options, so then they are able to make an informed decision. At the end of the meeting parents are given the program selection form along with the parent survey in their native language or English. There is a brief overview of student assessments, so parents of ELLs are aware of NYSESLAT, ELA, and MATH exams. Parent questions and concerns are also addressed at this time. The parent feedback we have received after the orientation meeting has prompted the school to hold other parent workshops. They provide parents with reading and writing strategies to help their child, as well information regarding community resources available to them.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters for newly identified ELLs are sent home in the beginning of the school year. These Entitlement letters for newly enrolled ELLs include an invitation to the Parent Orientation. There are two Parent Orientations held to ensure parents have morning and afternoon options for attendance. Continued Entitlement and Non-Entitlement letters are also sent home. These letters have a bottom portion that is returned to school with a parent signature to verify parent received the letter. These letters are sent home in the student's home language. The parents are able to complete the Program selection and parent survey during the Parent Orientation. Our goal is to have all forms completed and returned. If for some reason the program selection form and parent survey are not returned, the student is placed in a Freestanding English as a Second Language Program. There is an "entitlement letter checklist" that is kept in the ELL compliance binder to verify which letters have been returned to the school. The letters that are returned are also filed in student's cumulative file alongside the Home Language Survey.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Parents are informed of their child's eligibility to receive language services by the Entitlement, Continued Entitlement, and Non-Entitlement letters that are sent home. In addition, they are provided with detailed information about the three programs available in NYC schools, during the Parent Orientation.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered in standardized testing conditions. A detailed schedule is created for the NYSESLAT exam period. This schedule includes dates, times, and makeup sessions for Listening, Reading, and Writing modalities of the test. All teachers of ELL students receive a memo with information about the NYSESLAT and the two week schedule. For the Speaking section, each grade is allotted testing dates and teachers are informed of these dates well in advance. The order followed for testing is Speaking, Listening, Reading, and Writing modalities. The expectation is that ELLs complete each section of the exam in order to determine a language proficiency level for the student. Administration and scoring is conducted by the Testing coordinator, ELL coordinator, and out of classroom teachers.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
After the Parent Orientation, program selection forms are evaluated carefully in order to ensure parent choices are honored. For the current year, 97% of parents have opted for the ESL program. Parents of already enrolled ELLs have shown satisfaction with the ESL self-contained program and push-in/pull-out program. We have parents that are familiar with the program from an older child and therefore will choose the program for a younger sibling. In addition, we find that many parents are familiar with the program and ESL teachers through word of mouth. For the current year, we had one parent opt for a Bilingual Program for their child. In the past five years we have seen a consistent trend in ESL as a first choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

P.S. 63 has a Content-Based Self-contained ESL program in place. English is taught through ELA, Math, Science, and Social Studies. The language development occurs by using various scaffolds and ESL strategies. This makes the content accessible to ELLs of varying language proficiencies and helps them meet grade level standards. There is a strong focus on vocabulary development and academic language within Math, ELA, Social Studies, and Science lessons. We use the ReadyGen Common Core aligned curriculum and the Envision Math Common Core. Teachers will use ESL strategies, scaffolds, vocabulary development, and

differentiate, to build towards knowledge and set of skills needed in each content area. A language objective is embedded in the lesson, in order to provide entry points for the varying proficiency levels of students. In addition, word walls, manipulatives, charts, graphic organizers, and small groups further support language acquisition and the understanding of concepts to meet grade level standards. Newcomer students are provided additional support with pull-out services. This allows for small group instruction and an opportunity to revisit the content material covered in the classroom. This provides more opportunities for the ELLs to discuss and ask questions around the unit of study. Providing numerous supports in Speaking, Listening, Reading, and Writing in the content areas and monitoring the progress of our ELLs, ensures that they are better prepared to meet the expectations of the Common Core Standards.

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom teachers, Enrichment teachers, and the ESL pull-out teacher use teaching strategies and multi-sensory approaches that target the needs of English Language Learners. Teachers will build background knowledge, model effectively, and use guided practice in their lessons. Hands on activities as well as graphic organizers provide opportunities to scaffold content material. Teachers will carefully assess the content learned. ELLs are evaluated through published writing, final projects, oral and group presentations. Teachers include the modalities in daily instruction throughout the content areas.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In order to meet the needs of our newcomers, we begin with informal and formal assessments. They include the LAB-R, Spanish-Lab, running records, math, and writing assessments. Students speaking only Spanish are also assessed using "El Sol" and the Developmental Reading Program. These program assess the literacy development of newcomers, including alphabet, sight word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. In addition, the out of classroom ESL teacher will work with Beginner students in small cooperative groups focusing on English language development while incorporating the listening, speaking, reading, and writing strands. The small group instruction is theme-based. This allows the teacher to use themes that are of great interest to the students. Using a theme based approach allows for various content areas to be used in the instruction. Students at the beginner level, also use the Avenues program and Rigby's "On Our Way to English" guided reading books as additional resources.

After registration, SIFE students are assessed in reading, writing, and math skills through the LAB-R and school assessments. These assessments will help determine their needs. A plan of action is decided upon to help the student achieve grade level standards. SIFE students will be supported through small group work via the push-in/pull-out model with the ESL, Academic Intervention Services, and the morning program at the school. The focus with our SIFE students is to introduce letters and sounds, so they may have a starting point in the classroom. The Imagine Learning software is also helpful in providing SIFE students with the visuals and repetition they need when introduced to the new language, letters, and sounds. Every effort is made to have SIFE students attend morning program and Extended Day to receive additional support in their learning. Academic growth is carefully monitored in case the student may need RTI or additional services.

P.S. 63 has specific goals in place to support the learning of our long-term ELLs. This support is designed to help our long-term ELLs, who are mainly Special Education students, reach proficiency on the NYSESLAT. There are currently 3 Long-Term, Special Education ELLs at P.S. 63. In cases where a long term ELL is in a monolingual class, the classroom teacher and an ESL teacher will collaborate closely to target the needs of that student. We have found that reading and writing are the strands our long-term ELLs struggle with the most. This has led us to focus on writing when pulling out our upper grade Special Education students. At this time students are taught specific strategies to use in their writing. These students have difficulty with pre-writing and drafting stages. There is use of graphic organizers to help them brainstorm their ideas and then support them as they scaffold their writing. P.S. 63 also has a guided reading program set up throughout the school, which enables each student to work with a teacher in a small group according to their instructional reading level. Some strategies used with these specific students, have been monitoring during reading, self-correcting, re-reading to clarify meaning, problem-solving new words, retelling, and summarizing.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ELLs identified as having special needs receive ESL small group instruction via the pull-out model. Through small group work and ongoing assessments, the needs of these students will be continually reassessed, with a focus on reaching the goals of the IEP

and achieving English language proficiency on the NYSESLAT. When working with these students during guided reading there is a language focus and a mini writing extension embedded to the group lesson. This allows the teacher to focus on sight words, letter sounds, and vocabulary to support the reading. In addition, the teacher assesses comprehension of the text using short question and answers. In order to continue to support our Special Education ELLs the school is working on a plan of action to support this population in making adequate yearly progress. Eligible Special Education students including ELLs will be identified to be mainstreamed during the Literacy or Math block. Our goal will be to see a level of improvement in Reading and Math with our Special Education/ELL population.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English

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

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

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

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

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

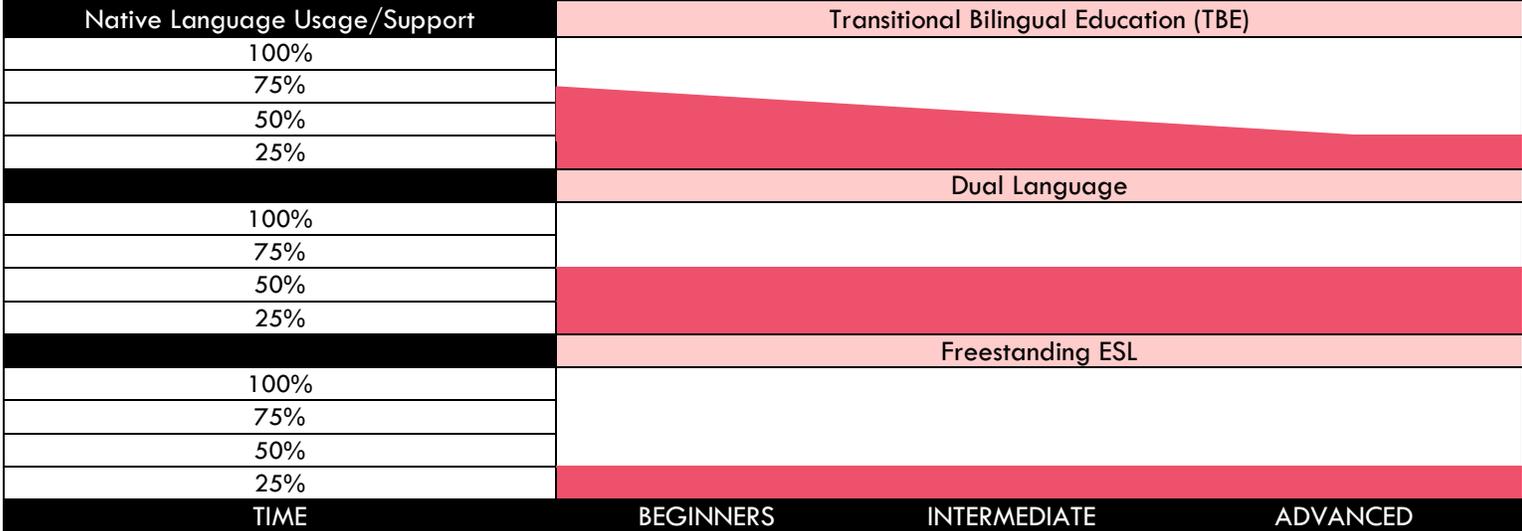
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
The school will provide targeted intervention for ELLs in ELA through small group instruction and individual conferences between teacher/student. This intervention is provided in English, and to all levels of English Language Learners. The small group instruction will occur during guided reading. The ELL students are grouped according to their reading levels and a teaching focus is identified for each session. This focus will be determined by the needs of the students in the group. The ELL guided reading groups will be using the Rigby "On Our Way to English" guided reading sets. These leveled texts allow for teachers to focus on oral language development and a reading strategy focus. For Math, targeted small group instruction is available to 4<sup>th</sup> and 5<sup>th</sup> grade students during a morning program. Data is used to determine critical areas where students need additional support. The focus is on mathematic strands of measurement, geometry, and solving multi-step word problems.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We use NYSESLAT data to help us determine the effectiveness of our current program. This data indicates that we are performing better than our district and as well as our peer school. We find a more consistent progression of Beginner, Intermediate, and Advance language proficiency levels, of growth than in previous years. We are addressing the few stalls that remain, with a focus on writing with our upper grade ELLs. This focus is on differentiated writing tasks guided by language stems and specific graphic organizers for individual students.
11. What new programs or improvements will be considered for the upcoming school year?  
We will look to hire additional ESL teachers for the 2014-2015 school year, in order to have a self-contained ESL teacher in each grade.
12. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. In addition, Newcomers are given the opportunity to participate in an early morning program. Two ESL teachers work with Beginner ELLs at this time. Their focus of instruction, includes letter recognition, read-alouds, reading comprehension, academic language and group discussions supported by language stems.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
The Freestanding ESL program and pull-out program use a variety of methods to address the needs of English language learners. A plethora of listening activities, hands-on manipulatives, literacy and math games are incorporated into the push-in/push-out lessons. In addition each ESL classes also have access to alphabet flashcards, language activity sets, books on tape, sight-word readers, photo cards, and other manipulatives to facilitate language acquisition. Students have access to laptops and smart boards to aid in reading, writing, and language development. Students also use the Imagine Learning English program throughout grades K-5 to support their language development. ELLs are using this program for a minimum of 60 minutes per week. The placement test in the Imagine Learning English program determines the starting point and focus for each student in vocabulary instruction, oral language development, and reading comprehension. In using this program, the students have the opportunity to apply reading skills and strategies they learn as they go through the various reading passages and activities. The program allows for progress monitoring which supports supports the teacher in planning for classroom instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
We continue to see a high number of Spanish speakers throughout the grades. Some of the Spanish-speakers who speak no English require native language support. We are able to provide some English-Spanish materials for our students to use. This may be in the form of basic books or flashcards. This has been helpful to some of our students. The materials are used until they can transition to materials that are solely in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
The requires services support and resources used are selected with the student's needs in mind. Instructional materials purchased are useful for various ages and proficiency levels. For example, the Imagine Learning English software program adapts to the student. A Beginner ELL is able to use the program and receive native language support if necessary. In addition, an Advanced ELL benefits from reading comprehension activities that focus on inferencing and thinking beyond the text.

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

We aim to provide a welcoming environment for our newly enrolled ELLs. We do this by grouping them accordingly to receive extra language support. In addition to working with their classroom ESL teacher these students are pulled out for morning group during the school day. Morning group provides a common setting for the beginner students. The teacher will focus on learning letters, sounds, vocabulary, phonics activities, and oral development in the beginning stage of language acquisition. In the small group setting students needs can be addressed promptly. In addition, the small-group ESL teacher communicates on a weekly basis with the other classroom teachers. They are able to thoroughly discuss the language progress of the students.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

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

## D. Parental Involvement

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **09X063**

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

Cluster: \_\_\_\_\_

Network: **209**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

