

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q063

School Name:

P.S. 063 OLD SOUTH

Principal:

DIANE MARINO COLEMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Old South School Number (DBN): 27Q063
Grades Served: Pre-K - 5
School Address: 90-15 Sutter Avenue Ozone Park, New York 11417
Phone Number: 718-845-7560 Fax: 718-845-7269
School Contact Person: cosulli3@schools.nyc.gov Email Address: dmarino@schools.nyc.gov
Principal: Diane Marino
UFT Chapter Leader: Susan Scudere
Parents' Association President: Dora Codd
SLT Chairperson: Irene Cox
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 8201 Rockaway Boulevard, Ozone Park, New York 11417
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-642-5800

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, New York 11417
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-281-3259 Fax: 718-642-5705

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Diane Marino	*Principal or Designee	
Susan Scudere	*UFT Chapter Leader or Designee	
Dora Codd	*PA/PTA President or Designated Co-President	
Patricia Dardani	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jacqueline Carrion	Member/ Teacher	
Kathy Cavanaugh	Member/Teacher	
Jennifer Provence	Member/ Teacher	
Lynne Menegalli	Member/ Parent	
Kimberly Mhidi	Member/ Parent	
Afraz Mohammed	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vivian Palacios	Member/ Parent	
Tiffanie Placeries	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 63Q is a collaborative school that provides a warm, nurturing, caring environment for our diverse student body. Our goal is to develop life-long learners who will make positive contributions to society and lead productive lives. Our rigorous academic program prepares our students to become college and career ready. There has been significant progress in the past four years raising academic achievements of all students.

In the past several years, our population has grown to include many recent immigrants from India, Pakistan, Bangladesh, Guyana, and the Caribbean. This change in demographics has necessitated developing strategies for addressing needs and awareness in order to make these new comers and their families welcome. It has also focused our attention on teaching respect for all nationalities and ethnicity through literature, the arts, and PBIS. Since our school constitutes a 'melting pot' of ethnic groups, languages, and cultures, our practices as educators are designed accordingly. Our school has created an Art Club involving students from various cultures. Our dynamic collaboration has enabled us to participate in various city and statewide events reflecting our cultures.

P. S. 63Q is proud to have developed strong partnerships with several prestigious arts organizations in order to bring the rich cultural experiences of NYC into the classroom. Some of these collaborations include: a partnership with Carnegie Hall/The Julliard School, as well as 'Music and the Brain'.

In addition, we have Junior and Senior Band (clarinet, flute, trumpet, French horn, alto saxophone, trombone, and drums) and a choral group in each grade from 3-5. All performance ensembles are showcased each month in grade level assemblies. The P. S. 63Q Student Council has been in existence for the past five years. A student representative is assigned a 'buddy class' in grades K, 1 or 2. Each of these students also act as a representative for the 'buddy class' and keeps the class informed of pertinent activities or information.

We provide students with various opportunities. Both parents and staff members have volunteered their time to participate in career week. Parents and staff share information about their jobs and discuss college and career choices with our students. Our 5th grade has 'Dancing Classrooms' from the American Ballroom Theater. For years all students in Pre-Kindergarten, Kindergarten and 1st Grade participate in a Dance Festival every Spring.

Parents have been involved in the over 30 workshops organized by the Parent Coordinator. They cover a wide range of topics on instructional and health related issues including: nutrition, dental, finance, bookmaking and middle-school transition. Families participate in a Book Club, Math and Literacy night, and Family Movie night. Parents are invited to attend trips run by the Parent Coordinator each spring. AIS teachers have presented strategy workshops to assist parents in ways to help their children.

To instill a feeling of pride and achievement we recognize student achievement. Monthly certificates for student achievement are given in a special assembly at the end of the month. Classes with 100% of students in uniform are showcased on a bulletin board as well as students who are in 100% attendance each month. PTA meetings are held in the morning and evening every month. The PTA holds functions throughout the year such as Book Fairs, Bake Sale, Holiday Boutiques, Flea Market, Community Outreach and Volunteering in the school.

Throughout the year, parents and students have been involved in numerous community charitable causes. Sizable amounts of money were collected for Penny Harvest, Breast Cancer Awareness; Make a Wish, and the American Heart Association. The Parent Coordinator collected canned foods for City Harvest.

Each morning the academic vocabulary word is announced through the P. A. system. One student from each class on each grade level announces the word, reads the definition and gives a sentence. The students are encouraged to use these words in their writing and conversation. Sustained Reading has been incorporated into the daily schedule. All students, teachers, and staff silently read from 8:00 – 8:15 a.m.

Our instructional focus is to strengthen writing in all curriculum areas. Analysis of student work is an on-going process embedded in a collaborative culture of teacher team inquiry.

Our school is in good standing however we recognize that there are areas of needs for which we have set goals. The staff is always working together to improve and meet the needs of our students.

27Q063 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1369	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	71.7%	% Attendance Rate		92.8%
% Free Lunch	73.3%	% Reduced Lunch		10.5%
% Limited English Proficient	11.8%	% Students with Disabilities		15.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.4%	% Black or African American		5.4%
% Hispanic or Latino	52.8%	% Asian or Native Hawaiian/Pacific Islander		30.3%
% White	7.9%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.57
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.2%	Mathematics Performance at levels 3 & 4		46.4%
Science Performance at levels 3 & 4 (4th Grade)	91.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the most recent School Quality Snapshot, 30% of the students met standards on the NY State ELA exam which was above the district rate of 29%. The average score at the school was 2.6 out of 4.5. The Report also indicates that the school was approaching the target.

We need to work with students in the early grades to ensure that they are on level at the testing grades. According to the September 2014 Fountas & Pinnell baseline, 191 out of 200 kindergarten students were non-readers and 145 first and second graders were reading below grade level. This trend continues as many of these students are not achieving a year’s growth in reading during the school year. Ramifications for these statistics are obvious as these students in grade 3-5 will be taking State tests. Students in grades K – 2 need to be given differentiated support in order for these students to meet the standards in the testing grades.

Our priority need is to develop literacy goals for children from when they enter the school and maintain a focus on students’ reading needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers of grade K-2 will implement targeted instructional reading strategies resulting in 80% of students in Grades K-2 improvement in reading comprehension and fluency as measured by the students moving two or more Fountas & Pinnell levels from Fall 2015 baseline assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Benchmark students during 2015 – 2016 school year using Fountas & Pinnell benchmark kit and use these results for planning and providing support for students.</p>	<p>K-2 students</p>	<p>Sept. 2015- June 2016</p>	<p>K-2 teachers Assistant Principals AIS providers</p>
<p>Provide intervention for all students in grades K & 1 using Fountas & Pinnell intervention kit. Use scaffolding instruction from Ready Gen program.</p>	<p>K& 1 students</p>	<p>Sept. 2015- June 2016</p>	<p>K & 1 teachers Assistant Principals Paraprofessional</p>
<p>Teachers meet at grade assessment meetings to review student data gathered from Fountas & Pinnell and plan lessons to address the needs of students.</p>	<p>K-2 students</p>	<p>Sept. 2015- June 2016</p>	<p>K-2 teachers Assistant Principals AIS providers</p>
<p>Additional remediation will be provided for students in AIS during the school day and after school.</p>	<p>K-2 students</p>	<p>Sept. 2015- June 2016</p>	<p>K-2 teachers Assistant Principals AIS providers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Use of Fountas & Pinnell benchmark kit throughout the school year to ensure that students are placed in appropriately leveled books for independent reading. All teachers will analyze student work on Tuesday afternoons, in planning meetings each week during the school day, and in collaborative learning on Monday afternoons once a month. AIS is provided two times a week. Per-session will be used for after school program to support literacy needs of students.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, 80% of students in grades K-2 will increase at least one Fountas & Pinnell level.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2015 Quality Review, the school’s area of strength is professional collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning. The reviewer stated, “Teacher leaders maintain an active role in the organization and facilitation of professional learning across the school. Professional collaborations have led to more opportunities for teachers to share best practices and become more reflective practitioners which has resulted in improved writing throughout the school.”

Students in grades 3, 4, and 5 are assessed using Ready Gen performance tasks and rated using a common rubric that focuses on specific traits of effective writing. Teachers in grade teams analyzed the results and identified specific areas for writing development. Teachers and administrators analyzed the constructed response scores on NYS ELA Standardized test and noted that many students’ ratings ranged between 0-1. Based on analyses of initial performance tasks, teachers noted that a majority of students had difficulty citing text evidence to support main idea or opinion and organizing information in a structured essay. Therefore, a priority need is for teachers to address students’ deficits by teaching lessons on organizing information and incorporating specific evidence from texts within their informational and opinion writing units. In order to accomplish this, teacher teams will plan strategies to address student performance needs and review student writing to evaluate the effectiveness of the implementation.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will work collaboratively at weekly teacher team meetings analyzing student writing resulting in 70% of students in Grades 3, 4 and 5 showing improvement in constructing organized essays as evidenced by an increase of one or more levels on the Ready Gen performance assessment compared to the baseline.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers on grade teams will craft specific learning objectives aligned with the writing traits with an emphasis on textual evidence to support responses.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Grade leaders, teachers and administrators</p>
<p>Teachers will establish and follow protocol to look at samples of student work, identify deficiencies and determine specific instructional strategies to address students’ weaknesses.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Grade leaders, teachers and administrators</p>
<p>Teachers will administer monthly writing assessments and monitor student progress.</p>	<p>Students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, administrators</p>
<p>Professional development provided by Ready Gen.</p>	<p>Teachers</p>	<p>October 2015 – April 2016</p>	<p>Ready Gen professional support</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers will be scheduled time for collaborative planning of writing lessons that specifically address common areas of weaknesses across each grade and will be guided in crafting writing objectives that are clear, measurable and achievable. Ready Gen ELA materials will support Common Core Learning Standards in Writing.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 40% of students will increase at least one level on the Ready Gen performance task compared to the baseline.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the 2015 Quality Review, the school’s area of focus was pedagogy. The reviewer indicated that, “While teachers’ instructional practices are aligned to the school’s beliefs about student learning, students are not always provided with strategic multiple entry points or exposed to high level questions. As a result of a common understanding of student learning across classrooms, students are provided opportunities to be engaged in their learning process. However, there are missed opportunities to pose higher-order thinking questions and strategically differentiate learning, so that all students are pushed to think critically in their work products.”

Advance data was analyzed for pedagogical weaknesses and we found that the greatest gap in teacher performance is across Domain 3 of the Charlotte Danielson rubric. Many teachers are still not raising the level of student engagement and need to expand their questioning and assessment techniques.

Based upon the data, our priority need is to provide support for teachers on strategies to incorporate higher-level questions to increase the level of student engagement and critical thinking in lessons on a regular basis.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 60% of teachers will move up one level in components 3b and/or 3c of the Charlotte Danielson Framework compared to their ratings in June 2015 as a result of Principal and Assistant Principals providing support for teachers through observations with focused feedback and follow-up professional development as needed.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Observations will be conducted at least four times per year for each teacher. There will be ongoing discussions between administration and teachers and teachers followed by focused feedback from their supervisors including next steps. Improvement will be gauged during follow-up classroom visits and observations</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators</p>
<p>Professional development will be provided on Monday afternoons.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Assistant principals, AIS teachers and Instructional Lead</p>
<p>Parent workshops will be provided and teachers will contact parents on Tuesday afternoons.</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, administrator, parent coordinator</p>
<p>The Professional Development Team will meet each week to discuss strategies to support teachers in addressing students' needs</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, lead teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Online resources and videos regarding teacher effectiveness will be utilized during Professional Development sessions.</p> <p>Coverage will be used to provide development, as needed.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 30% of teachers will move up one level on Components 3b and/or 3c.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Attendance figures from 2014-2015 events show an increase from the prior year however we recognize the need to provide regular opportunities for parents to participate in workshops and meaningful meetings. We are committed to building partnerships with parents through monthly parent activities including workshops focused on supporting students’ social, emotional and instructional needs. Through the increase of parent involvement, we hope to work closely with families to ensure students’ success.

In recognition of the critical roles of parents as partners, our priority need is to increase the types of opportunities for parents to be involved in their children’s educational experience.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase of parents at school functions including instructional workshops, family events and parent association meetings .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will use parent outreach time on Tuesday afternoons to provide workshops around CCLS, homework help, New York State assessment, etc.</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers</p>
<p>School activities including family events and workshops that address students' needs including SWDs and ELLs.</p>	<p>Students with Disabilities, English Language Learners, Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, parent coordinator, Principal, Assistant Principals</p>
<p>Regular communication with parents with school messenger, school internet page, and DOJO</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Parent coordinator, teachers</p>
<p>Variety of parent workshops and training.</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>School wide events calendar, Tuesday afternoon engagement, school messenger, parent coordinator and partnership with Sports and Arts in School Foundation.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 there will be 5% increase in parent attendance at school functions .</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas & Pinnell benchmark, results from NYS test and teacher recommendation.	<p>Fundations intervention (grades K & 1)</p> <p>Fountas & Pinnell Intervention (grades 1 & 2)</p> <p>Differentiated instruction in all ELA classes – RTI, Tier I.</p> <p>Tier II represents the smallest group of students. These are identified students needing intervention with increased frequency and longer duration.</p>	One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups.	Services provided during the school day as well as during after school.
Mathematics	GoMath Inventory test, NYS test and teacher recommendation .	<p>Differentiated instruction in all math classes – RTI, Tier I.</p> <p>Through frequent content and skills based assessment, the effectiveness of Tier 1 will be determined. Students who need small group strategic instruction and more frequent assessment will be referred for Tier II instruction.</p> <p>Tier II represents the smallest group of students. These are</p>	One 50-minute period, 3-5 times a week, based on needs. Students are instructed in small groups	Services provided during the school day as well as during after school.

		identified students needing intervention with increased frequency and longer duration .		
Science	Teacher recommendation and 4 th grade NYS science test.	Hands-on experimentation infused within classroom science instruction. Science lab equipped to provide Tiers II and III intervention services.	One 50-minute period of AIS instruction in Science per week.	Services are provided during the school day.
Social Studies	Teacher recommendation including students in Tiers II and III.	Social studies period tailored to meet the needs of individual students including Tiers II and III intervention services.	Small group	Services are provided during the school day .
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Assists all students experiencing behavioral and or emotional issues.	Group and individual counseling providing guidance and crisis counseling during the school day. Assists all students experiencing behavioral and or emotional issues.	Small group	Services are provided during the school day.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers, Early childhood, ELL teachers and Special Education teachers.
<ul style="list-style-type: none"> •The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines
*Mentors are assigned to support new teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teacher Evaluation System and Danielson Rubric
ELA Curriculum Maps
Implementation of Go Math Program
Analyze Student Work
STARS Classroom Training
Engaging Students in Higher Order Thinking
Understanding Low Inference Observation
Ready Gen-Presenter from Pearson
Understanding the Literacy Shifts in Sci. and S.S.
End of the Year Reflections

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

The school provides an orientation meeting for parents of preschool students entering the elementary school program. Information packets and support are also provided for parents that include tips and techniques for parents to use at home to support and promote literacy and numeracy. Families have the opportunity to meet administrators, teachers and support staff before students enter Kindergarten.

4b. 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.

Teachers are involved in all aspects of assessment decisions. Members of the Measures of Student Learning committee meet to discuss the assessments given throughout the year. The committee consists of teachers from each grade as well as curriculum areas. Teacher teams on each grade meet weekly to analyze the data and share strategies used to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	624,689.00	x	4, 5,6,7
Title II, Part A	Federal	281,404.00	x	6,7
Title III, Part A	Federal	19,088.00	x	5,7,8
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,519,306.00	x	4,5,6,7

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS63Q 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 the school and the families. The 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 the school community. PS63Q 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

PS63Q 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

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: <u>Old South School</u>	DBN: <u>27Q063</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>69</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>8</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

May 6 Learning Words in a Second Language

May 13 Providing Rich and Varied Language Experiences

May 20 Teaching Word-Learning Strategies

May 27 Promoting Word Consciousness

June 3 Empirically Validating Vocabulary Programs for English Language Learners

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

Part D: Parental Engagement Activities

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 063
School Name Old South School		

B. Language Allocation Policy Team Composition

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

Principal Diane Marino-Coleman	Assistant Principal Yvonne Wald
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Linda Genao	School Counselor Heather Lawrence
Teacher/Subject Area Ellen Davidson	Parent Tiffany Placeres
Teacher/Subject Area Joanne Galluzzi	Parent Coordinator Yolanda Arroyo
Related-Service Provider Irene Cox	Borough Field Support Center Staff Member type here
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1378	Total number of ELLs	162	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	154	ELL Students with Disabilities	15
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	154	4	12	8	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	12	13	18	13	11	12	0	0	0	0	0	0	0	0
Chinese	3	2	2	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	10	14	14	4	4	2	0	0	0	0	0	0	0	0
Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	6	1	4	0	2	0	0	0	0	0	0	0	0
Haitian	0	0	1	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	5	1	1	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	11	8	5	5	6	4	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	3	9	4	1	3	4	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	8	4	7	5	1	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	7	21	21	12	5	8	0	0	0	0	0	0	0	0
Commanding (Proficient)	39	5	7	11	7	7	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	5	14	18	13	9	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	10	4	1	0	0
5	13	4	1	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	6	1	6	1	3	0	0	1	0
5	6	1	11	2	1	0	2	0	0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 A team of ENL teachers and related service providers examined and evaluated Fountas and Pinnell reading levels for ELLs in grade K - 5. The majority of ELLs are approaching grade level or are below grade level. ELLs in Kindergarten and first grade have been in the NYC Public School System for a short amount of time and do not have the language and literacy skills needed to read on a Fountas and Pinnell level on or above grade level. We are hopeful that with Foundations, a phonics-based literacy program, along with increased scaffolding techniques, targeted differentiated instruction, and Response to Intervention (RTI) strategies on-going assessments throughout the year will indicate that our efforts are resulting in higher reading levels for our ELL population. Another assessment tool we use is the REACH Pre-Test for English Language Proficiency. This assessment will provide benchmark scores from which ENL and mainstream teachers can develop rigorous instructional plans to help ELLs reach grade level CCLS in all four modalities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across performance levels on the NYSITELL and NYSESLAT reveal that the majority of our ELLs in grades K – 5 are concentrated in the Expanding (Advanced) and Commanding (Proficient) categories. In Kindergarten, 2015 NYSITELL results are as follows: Entering – 11 students, Emerging – 3 students, Transitioning – 8 students, Expanding – 7 students, and Commanding – 39 students. In first grade, 2015 NYSESLAT results are as follows: Entering – 8 students, Emerging – 9 students, Transitioning – 4, Expanding – 21 students, and Commanding – 5 students. In second grade 2015 NYSESLAT results are as follows: Entering – 5 students, Emerging – 4, Transitioning – 7 students, Expanding – 21 students, and Commanding – 7 students. In third grade 2015 NYSESLAT results are as follows: Entering – 5 students, Emerging – 1, Transitioning – 5 students, Expanding – 12 students, and Commanding – 11 students. In fourth grade 2015 NYSESLAT results are as follows: Entering – 6 students, Emerging – 3 students, Transitioning – 1, Expanding – 5 students, and Commanding – 7 students. In fifth grade 2015 NYSESLAT results are as follows: Entering – 4 students, Emerging – 4 students, Transitioning – 0 students, Expanding – 8 students, and Commanding – 7 students.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS63 uses the information from AMAO to plan differentiated, targeted instruction for our ELL population. According to the data generated by the AMAO tool 38 students or 25.17% of our ELL population attained proficiency on the 2015 NYSESLAT. The results reveal that our school met AMAO 2 targets for the 2014-2015 school year. The tool projects that we are on target to reach AMAO 2 in the upcoming school years as well. PS 63 Q uses AMAO data to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, holdover status, grade level and ELA/Math performance and progress. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. AMAO data supports key stakeholders within school communities (superintendents, clusters, school leaders, teachers, etc.) as they work to

- Identify the instructional and programmatic differences between specific subgroups
- Design targeted, data-driven instructional programs to impact student learning
- Document and share best practices across districts, clusters, and schools.

AMAO also serves to highlight students who exhibit known risk factors in order to enable us to develop and implement targeted interventions.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
- Second language acquisition is always considered when making instructional decisions. Language acquisition varies from child to child and is measured throughout the year. Instruction focuses on grammar/syntax, morphological skills, semantic skills/vocabulary, and phonological skills and pragmatics. We design and implement targeted instruction and monitor progress over time.

7. For dual language programs, answer the following:

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

n/a

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

Our school evaluates the success of our programs for ELLs by examining the annual standardized assessments, such as the NYSESLAT, the NYS English Language Arts, and NYS Mathematics exams. We also review and discuss ELL work at our Teacher Team meetings in collaboration with mainstream teachers. Instruction is adjusted as needed to ensure that the academic needs of our ELLs are addressed. We also use AMAO data to evaluate the success of our ELL programs. The data identifies the academic achievement and needs of specific subgroups and allows us to design targeted, data-driven instructional programs to positively impact student learning.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

PS 63Q follows the mandated entitlement process and procedures for program placement. During registration, parents of all new entrants and students re-entering after 2 years, complete a Home Language Identification Survey (HLIS). There is also an informal oral interview of the student/family conducted by a pedagogue and a translator at registration to assist in determining the home language. The interview is conducted in English and in the home language. The translators are bilingual paraprofessionals who speak either, Spanish, Bengali, Cantonese or Mandarin, (Mrs. Batista, Mrs. Begum, Mr. Kabir, and Mr. Cheung). Over the phone translation and interpretation is available to conduct conferences with parents who speak languages that are not spoken by paraprofessionals/pedagogues at the school. The assistant principal, Mrs. Cathy O’Sullivan, or one of the three licensed ENL teachers, Mrs. Diaz, Mrs. Genao, or Ms. Davidson, makes the OTELE determination, and completes and signs the HLIS. An "other than English" OTELE code as determined by the HLIS and interview, indicates that the student is eligible for NYSITELL testing. A selection of a language other than English on one or more question in questions 1-4 and 2 or more questions in questions 5-8 on the HLIS indicates that the student uses a language other than English. If the student has a “no other” OTELE code, they are not eligible for NYSITELL testing. The remainder of the HLIS is completed and signed by the parent and the pedagogue. One copy of the HLIS form is then placed in the student’s cumulative record folder and one copy is kept on file in the main office for monitoring purposes. The above licensed ENL teachers are responsible for the administration of the NYSITELL. Eligible students are tested within the first 10 days of initial enrollment. Those students who do not meet the NYSITELL cut scores for English Language Proficiency are considered English Language Learners (ELLs) and are entitled to services. All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the NYSITELL must be administered the Spanish LAB during the same testing period in order to determine language dominance for instructional planning. For new admits who were enrolled in a NYS public school within the past two years, the OTELE code, and HLIS, the NYSITELL, NYSESLAT, and Spanish LAB scores and proficiency levels, and SIFE status are obtained from ATS, or requested from the previous school. The entire identification process from registration to Parent Orientation and placement of student is completed within the 10-day window as per CR Part 154 and the ELL Policy and Reference Guide.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The SIFE Identification Process begins at a student’s initial enrollment and an initial determination should be made within 30 days. Upon interviewing the child/family and completing the HLIS, the parent is asked to indicate prior schooling. If there is any indication during the ELL Identification Process that there has been an interruption or inconsistency in a child’s formal schooling, for two years, the following SIFE Identification Process takes place. For newly identified ELLs, students in grades 3-5, and students at the beginner/entering, or low-intermediate/emerging level of proficiency based on NYSITELL results, the SIFE Oral Interview Questionnaire will be administered. The Literacy Evaluation for Newcomer SIFE (LENS) will be administered for students whose home language is Arabic, Bengali, Chinese, Haitian-Creole, or Spanish. As per CR Part 154, initial SIFE identification must be determined within 30 days from initial enrollment and may be modified for up to one year. Once an ELL scores at Intermediate/Transitioning level, or higher, on the NYSESLAT SIFE status may be removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For new admits or students re-entering after 2 years, with an IEP from a school within the United States, NYSITELL eligibility is determined by the Language Proficiency Team (LPT). The LPT is made up of Assistant Principal/Special Education Coordinator Yvonne Wald, ENL teacher Linda Genao, School Psychologist Tony Lagalante, and the student’s parent or guardian. A translator/interpreter that speaks the language that the parent is most comfortable with will also be present at meetings held by the LPT. The translators are bilingual paraprofessionals who speak either, Spanish, Bengali, Cantonese or Mandarin, (Mrs. Batista, Mrs. Begum and Mr. Kabir, and Mr. Cheung). Over the phone translation and interpretation is available to conduct conferences with parents who speak languages that are not spoken by paraprofessionals/pedagogues at the school. This LPT team determines whether the student may have English Language Acquisition needs and should take the NYSITELL, or whether their disability is the determining factor affecting whether the student can demonstrate proficiency in English. The determination will be based on review of (1) an interview with the student in both English and the home language, (2) the student’s prior school work in reading, writing, and mathematics in both English and the home language (formal and informal screeners/assessments will be implemented in the event that prior schoolwork is not available), (3) the student’s history of language use in the home, school, or community, (4) the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student’s home

language, and (5) information provided by the Committee on Special Education (CSE) regarding the student's disability and whether or not the student can demonstrate proficiency in English. The recommendation made by the LPT is either accepted or rejected by the principal, Mrs. Diane Marino. If the LPT and the principal agree that the student has language acquisition needs, the student is administered the NYSITELL and the identification process for students with IEPs does not need to proceed. The ELL Identification Process continues as with all students. If the LPT recommends that the student should not take the NYSITELL and the principal agrees, the principal's determination is sent to the superintendent, Ms. Mary Barton or her designee for review. The parent or guardian is notified within 3 days of the decision. If the superintendent determines that the student must take the NYSITELL, the NYSITELL will be administered within 5 school days and the parent or guardian will be notified. If the superintendent determines the student should not take the NYSITELL the parent is notified and the ELL Identification terminates. The LPT NYSITELL Determination Form is used to document the above process and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After Mrs. Diaz and Mrs. Genao scan the NYSITELL and the score is determined classroom teachers are given the entitlement or non-entitlement parent notification letters within 5 school days to distribute accordingly. All documentation is sent home in the parents preferred language as indicated by the HLIS.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment upon distribution of entitlement or non-entitlement letters.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When entitlement letters are distributed to parents, within 5 school days of determining NYSITELL scores, the parents are also invited to an ELL Parent Orientation to inform them of the program choices: Transitional Bilingual Education (TBE), Dual Language (DL), or Freestanding English as a New Language (ENL). Along with the entitlement letter and invitation a Parent Survey and Program Selection Form (PS & SF) is sent home in the home language and English for review prior to attendance at the Parent Orientation. Parent Orientations, which are ongoing throughout the year for newly enrolled ELLs, are held within ten school days of enrollment. Attendance records, staff attendance, and home languages used other than English are kept on record. At the orientations, parents are given brochures and are invited to watch a Parent Orientation Video available in 13 languages explaining the program choices. Parent Survey and Program Selection Forms (PS & SF) are completed and the parent is asked to make a 1st, 2nd, and 3rd program choice. Translators are available during these orientations to answer questions and explain program choices or address other concerns. Parents who do not attend the first orientation are invited on 2 more occasions and each outreach attempt is documented.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents who do not attend the first orientation are invited to two additional school wide orientations, or meet with an ENL teacher in one-on-one meetings. If they are unable to attend they are given the option to discuss the program choices over the phone. Each attempt is documented including the date, the language used to communicate, and the description of the outreach attempt. As forms are completed, the parent's first program choice is entered on the ELPC screen on ATS. If no selection has been made after 3 attempts the default choice TBE (as per CR Part 154) is entered. A copy of the PS & SF is stored in the ENL office and the original is attached to the HLIS and placed in the student's cumulative record folder. Along with the entitlement letter and invitation, a Parent Survey and Program Selection Form (PS & SF) is sent home in the family's preferred language and English, for review prior to attending the Parent Orientation.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As parent choice is recorded on the ELPC screen in ATS, it is also notated on a running Eligibility List maintained by the ENL teachers, which contains a record of all the ELLs in our school. Parents who do not attend the first orientation are invited on two more occasions for a school wide orientation, or for a one-on-one meeting. If they are unable to attend, they are given the option to discuss the program choices over the phone. Each attempt is documented, including the date, the language used to communicate, and a description of the outreach attempt. The Eligibility List contains a section to indicate whether or not the PS & SF was completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

After the parent has indicated their program choice on the PS & SF, and the selection has been entered on the ELPC screen in ATS, placement parent notification letters are sent home and a copy is maintained in the ENL office. This process happens within 10 school days of enrollment.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

For each student, copies of all ELL documentation are maintained in the ENL office and in the cumulative folder. These documents include, HLIS, PS & SF, entitlement/non-entitlement letter, transitional support letter, placement notification letter, and continued entitlement letter.

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

In the spring of each year, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs to determine both English proficiency level and the number of units of ENL services for the following school year. We use the RLER, an ATS report to ensure that all ELLs receive the NYSESLAT annually. The NYSESLAT is administered by the licensed ENL teachers. All teachers keep attendance records to indicate the modality and the date that the section of the test was administered, thereby ensuring that all eligible students are administered all four sections of the NYSESLAT during the allotted testing period. In the event that a newly enrolled student enters the school during the NYSESLAT administration window, and is eligible for NYSITELL, the NYSITELL will be administered first to determine ELL status. If the student is an ELL, the NYSESLAT will also be administered.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We use the RLAT, an ATS report to identify student's proficiency levels as a result of the most recent NYSESLAT administration. Continued entitlement letters are sent to students who score at the entering, emerging, transitioning, and expanding levels. Transitional support parent notification letters are distributed to students who score at the commanding level.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For the past few years, the trend in parental choice has been predominantly Freestanding English as a New Language. In 2009, 154 parents chose ENL out of 158 entitled students; in 2010, 161 parents chose ENL out of 169 entitled students; in 2011, 136 parents chose ENL out of 161 entitled students; and in 2013, 184 parents chose ENL out of 207 entitled students, as per BESIS. In the 2014-2015 school year, the trend in program choice indicates that parents continue to request ENL. The ENL program model offered in our school is aligned with the majority of parent requests. Parents have continually expressed their support and appreciation for promoting English language proficiency through our ENL Program. Parents are also informed that a Transitional Bilingual Education (TBE) or Dual Language (DL) class will become available when 15 or more parents of ELLs who share the same Home Language in the same grade or two contiguous grades request it. We track and monitor the parent choices from the Parent Selection and Survey Forms throughout the school year. Students who are placed in ENL as a result of the parents not returning the survey must be counted toward minimum thresholds established by the NYSED CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program. In the future, if the trend of parent choice changes in the direction of Transitional Bilingual Education or Dual Language, we will make the appropriate program and staff changes to accommodate the wishes of our parents concerning their program choice in accordance with CR Part 154.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
At PS 63 Q, Integrated and Stand-Alone ENL instruction is implemented as per CR Part 154.2. In grades K-5 the majority of our ELLs are heterogeneously group according to proficiency level. We deliver instruction by using a self-contained push-in model based on research which suggests it is more effective than a pull-out program alone. Our push-in ENL program enhances student understanding of English as well as academic content. Heterogeneously grouped ELLs benefit from former ELLs who serve as language models. Our push-in program also promotes collaboration between classroom teachers and ENL teachers and diminishes time loss due to travel time to and from the ENL pull-out classroom. A small percentage of our ELLs receive instruction using solely the pull-out model. Careful attention is given so that ENL and general education teachers can plan instruction to align with the curriculum.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
At PS 63 Q, we ensure the mandated number of instructional minutes is provided according to proficiency level. In our Freestanding English as a New Language (ENL) program, ELLs at the Entering level receive 2 units of study per week (360 minutes) i.e. 1 unit of stand-alone ENL (180 minutes) and 1 unit of ENL/ELA (180). ELLs at the Emerging level receive 2 units of study per week (360 minutes) i.e. 1 unit of stand-alone ENL (180 minutes) and 1 unit of ENL/ELA (180 minutes). ELLs at the Transitioning level receive 1 unit of study per week of Integrated ENL/ELA (180 minutes). ELLs at the Expanding level receive 1 unit of study per week of Integrated ENL/ELA (180 minutes). Former ELLs at the Commanding level receive .5 unit of study per week in Integrated ENL/ELA (90 minutes). Two out of three of our ENL teachers are dually certified and deliver Integrated ENL/ELA instruction in a self-contained and push-in setting. One ENL teacher delivers Integrated ENL/ELA instruction by co-teaching with a certified common branches teacher.
3. Describe how core content is delivered in each program model. 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.
At PS 63 Q, core content is delivered in a Freestanding ENL program. Two of our ENL teachers have dual certifications in ENL and common branches. They are able to use ENL strategies to teach the core content that students would receive from a self-contained common branches classroom teacher. Our dually certified teachers also provide the mandated integrated ENL units required for all ELLs. All ENL classes, including Integrated and Stand-Alone instruction have some form of home language support i.e. glossaries, native language dictionaries, etc. Instructional ENL methodologies and content-area expertise complement one another and accelerate both English language and content learning for ELLs. ENL teachers also use a variety of scaffolds, sheltered instruction i.e. the SIOP model, and differentiation to promote academic success and English language proficiency. At PS 63 Q, in grades K-5, we use Reach (Nat Geo/Cengage), a CCLS-aligned reading and language program. This program provides relevant and engaging science and social studies content along with on-line resources for both students and teachers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
For ELLs who opt to take state exams in their Native Language, efforts are made to provide translations of assessment material. For some our new curricula, such as Go Math, assessments are available online in other languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ENL lessons include speaking, listening, reading, and writing components and assessments to ensure that ELLs are appropriately evaluated throughout the school year. Practice NYSESLAT assessments provide feedback in all four modalities and guide instruction by helping ENL teachers prepare appropriate intervention strategies for areas of weakness.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Students with Inconsistent/Interrupted Formal Education (SIFE) are students who have attended schools in the United States for less than twelve months and who are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. At PS 63 Q, SIFE students received targeted differentiated instruction in reading, writing, listening, and speaking with home language support in both a push-in and pull-out setting. Mathematics instruction involves the use of manipulatives, diagrams, and real-world scenarios to help ELLs understand and master universal mathematics skills.

At PS 63 Q, Newcomer ELLs are identified under CR Part 154 as ELLs who have received English as a New Language instruction in a Freestanding English as a New Language in both a push-in and pull-out model for a total of zero (0) to three (3) continuously enrolled school years in the United States. Newcomers receive targeted differentiated content and ENL instruction in reading, writing, listening, and speaking with home language support, when necessary. Mathematics instruction involves the use of manipulatives, diagrams, and real-world scenarios to help ELLs understand and master universal mathematics skills. Developing ELLs are identified under CR Part 154 as ELLs who receive English as a New Language instruction in a Freestanding English as a New Model in a push-in or pull-out model for a total of four (4) to six (6) continuously enrolled school years in the United States. Developing ELLs receive targeted differentiated content and ENL instruction in reading, writing, listening, and speaking with home language support, if necessary.

At PS 63 Q, we have no Long-term ELLs.

Former ELLs at PS 63 Q are identified as ELLs who have exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a New Language (90 minutes per week) and are eligible for certain specified testing accommodations i.e. "time and a half". Former ELLs receive targeted differentiated ELA/ENL instruction to help them transition from former ELL status.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- At PS 63 Q, we ensure that student progress for students who are re-identified as ELLs or non-ELLs has not been adversely affected by the re-identification process. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 (j) and may reverse the determination within this same 6 to 12 month period. If the principal's decision is to reverse the ELL status, she must consult with Ms. Barton, the superintendent or her designee. Final decision notification must be in writing to the parent/guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Unless a student's disability prevents him/her from meaningfully interacting with grade level materials and ELL resources, ELL-SWDs use the same materials as mainstream students, with instructional adaptations, as needed. ENL teachers consult the Pearson Ready Gen Scaffolded Strategies Handbook to ensure appropriate activities are used to provide access to CCLS aligned text and curriculum for all proficiency levels. These materials accelerate English language acquisition by providing rigorous instruction in all four modalities of English language acquisition i.e. listening, reading, writing, and speaking. Other adaptations are made as needed, according to IEPs. ELLs with special needs receive additional support in reading and math in the ENL setting as

mandated by their IEPs. The instruction they receive is modified, as needed, depending on their abilities. ENL teachers adapt and scaffold lessons to make texts comprehensible and allow SWD to master writing tasks. ELL-SWDs receive direct vocabulary instruction and multiple exposures to both content and academic vocabulary daily. ENL teachers also use Reach (Nat Geo/Hampton Brown), a comprehensive content-literacy based program. Some ELL-SWDs also receive Academic Intervention Services (AIS) or SETSS to enable them to fully participate in the rigorous instruction at PS 63Q. We use Imagine Learning, a language and literacy program for ELL-SWDs and ELL subgroups. It is an interactive program using differentiated instruction. The program is individualized and follows its own course for each student. It tracks progress and offers supplemental activities which target areas of intervention in reading, listening, and speaking. The program is both predictive and evaluative and focuses on struggling and emergent readers to help accelerate English Language Acquisition.

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

To provide ELL-SWDs with the least restrictive environment, students are grouped with non-disabled peers in the ENL classroom. Our school ensures that flexible programming affords ELL-SWDs an opportunity to engage in more rigorous academic activities and interact with non-disabled peers. ENL teachers consult with other service providers including AIS, SETSS, APE, OT, PT, Speech, and Guidance to ensure that schedules do not overlap and ELL-SWDs receive mandated instructional time. Special Education teachers, ENL teachers, and other service providers collaborate to discuss research-based strategies to benefit all ELL-SWDs.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



*Note: “other approved services” does not apply to New York City at this time.

CI Chart

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All ELLs in grades K - 5 are targeted for Academic Intervention in Reading with Native Language support, whenever possible. Students receive differentiated instruction to address individual needs and improve academic performance. Although P.S. 63Q does not have any bilingual classes, bilingual support is given throughout all content areas by providing ELLs with a partner who speaks the same language and is able to provide support and explain tasks and expectations. Having a peer tutor helps ELLs feel more comfortable and helps build self-esteem and confidence needed to help all students meet academic expectations. Former ELLs are encouraged to use their Native Language when appropriate to help them transfer knowledge, develop mental flexibility, and experience a sense of cultural stability and continuity. ELLs use bilingual dictionaries, content glossaries, and audio tapes of texts whenever possible. Imagine Learning, an on-line language and literacy program, provides interactive differentiated instruction which follows its own course for each student. ENL teachers monitor the progress of students by reviewing individual and group reports. Our school follows the RTI model for intervention services. Students, including ELLs, receive Academic Intervention Service (AIS) in reading based on teacher recommendation, benchmark assessments (such as Fountas and Pinnell), and by analyzing data from the NYS ELA exam. ELLs in grade 3 - 5 are tested to determine their ability to recall facts and details, synthesize information, make inferences, and comprehend different genres.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current ENL program meets the needs of our ELLs. It provides content and language instruction in an ENL setting. ENL teachers use fiction and nonfiction texts to support rigorous CCLS instruction. We use supplementary texts from National Geographic, which contain vivid graphics, engaging texts, and are differentiated based on lexile level. In accordance with policies described in the Blueprint for English Language Learners, our mainstream and ENL teachers are aware that "all teachers are teachers of English Language Learners and need to plan accordingly." To ensure that all ELL student needs are met, ENL and mainstream teachers meet during common planning meetings where ENL teachers share students' language proficiency levels and all teachers collaborate to address skills and strategies to promote ELL success.
12. What new programs or improvements will be considered for the upcoming school year?
Our school uses Ready Gen and Reach (Nat Geo/Hampton-Brown). Ready Gen is used city-wide and we supplement instruction by using increased vocabulary strategies and the strategies for ELLs provided by Ready Gen. We focus on the specific academic and linguistic needs of our ELLs by using Imagine Learning. ELLs use iPads and follow an individually designed program to target their specific areas of need. Supplemental and compatible texts provide both rigorous nonfiction and fiction texts to help ELLs approach and meet CCLS. Ladders (Nat Geo), lexile-leveled texts, are used to differentiate instruction while allowing all ELLs to have access to grade-level rigorous texts. This year, in grades K-5, our ELLs are using Reach. Reach is a comprehensive language and literacy program which incorporates language, vocabulary, reading, writing, and content for ELLs. It actively engages and immerses students in a connected, expanding, and dynamic language environment. It layers and scaffolds essential skills and strategies to move all learners to independence. Reach easily adapts to meet our instructional priorities and requirements.
13. What programs/services for ELLs will be discontinued and why?
We no longer use Rigby - On Our Way to English as our ENL literacy program in K-5. Although it contained all the components of a balanced literacy program, it is not aligned with the CCLS.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs and their parents are informed by letters in their native language describing after school and supplemental services offered in our building. They are invited to Title III after school and summer enrichment programs. Our after school program begins in January and ends in April and prepares ELLs for the NYS assessments given in April and May. The afterschool program provides ELLs with test-taking strategies along with the targeted instruction they need to achieve mastery on the NYS English Language Arts and the Mathematics exams.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ENL teachers use supplemental texts, for Ready Gen and Go Math, that support the content and learning objectives of the curricula at P.S. 63Q. All ELLs have access to technology including computers, printers, laptops, iPads, document cameras, Smartboards, and projectors.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our ENL program and mainstream classes, home language support is delivered by partnering students who speak the same language. We also provide students with bilingual dictionaries and content area glossaries in several different languages. Since Spanish-speaking students are our largest subgroup, we use word lists with English-Spanish cognates to help students understand rigorous texts. In addition, some of our ENL teachers are bilingual and support learning by explaining learning objectives and expectations in Spanish.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELLs are appropriately grouped according to age and instructional materials and lessons correspond to grade levels. All grade level texts are scaffolded to ensure that ELLs, at all proficiency levels, have access to the same rigorous texts.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
When students register, they are greeted by an ENL teacher and have the opportunity to become familiar with school procedures and policies. The screening process is explained to parents of newly enrolled eligible students in grades K-5. All parents are invited to an orientation given in September where they will receive important information about our ENL program, academic expectations, and school programs and activities that are available to them. In September, ENL teachers and the Parent Coordinator host the first orientation (other parent orientations are on-going throughout the school year) for parents of newly enrolled ELLs to give parents the important information they need to help their children transition and adapt to the new environment.
19. What language electives are offered to ELLs?
n/a
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time, P.S. 63Q does not have a Dual Language Program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for ELL personnel at P.S. 63Q is focused on improving teaching practices and student achievement. All staff members, including ELL personnel, collaborate throughout the school year in order to align lessons with Common Core Learning Standards. Weekly meetings, as well as strategic professional development sessions, allow teachers to reflect on best teaching practices which will result in the development of highly effective educators. Our professional development plan is comprehensive and extensive. The following 2015-2016 dates and topics represent some of the on-going professional development at our school: Analyzing Student Work (September 21, 28; October 19, 26; January 25; March 21; April 25), Engaging Students in Higher Order Thinking (October 5, 13; December 14), Data Analysis - Planning Differentiated Instruction (March 14).
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL Teachers currently provide on-going professional development on the Eight Principles of the Language Allocation Policy (LAP) and its implementation in the school community during workshops conducted on Professional Development Days, i.e. Election Day, November 3, 2015 and Brooklyn-Queens Day June 2, 2016. Workshops are also conducted monthly during grade conferences. In addition, an after school study group, made possible by Title III funding, will develop ENL strategies to be used by the staff in all content areas. The 2016 tentative dates for the book study meetings are May 4, 11, 18, 25, and June 1. The new CR Part 154 requires professional development sessions geared toward the needs of ELLs. The new professional requirements are 15% of total hours of ELL-specific professional development for all teachers and 50% of total hours of ELL-specific professional development for ENL teachers. Teachers and other staff members are trained to implement research-based ENL strategies and techniques that actively engage ELLs in standard-based curriculum. These PDs are supportive because they help teachers design targeted instruction to help their students develop critical thinking skills. PDs on scaffolding allow teachers of ELLs to meet students where they are, and lead them to where they want them to go.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our Guidance Counselor meets with fifth grade ELLs in general education classes to share information about open houses and information sessions given by local middle schools. Fifth grade students, including ELLs, visit MS 202 every June to attend an orientation session.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
A minimum of fifteen percent (15%) of the required professional development hours for all teachers is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The following personnel receive professional development in all content areas: Asst. Principals, Common Branches teachers, Special Education teachers, ENL teachers, subject area teachers, Guidance Counselors, Psychologists, OT/PT and Speech therapists, paraprofessionals, secretaries, and the Parent Coordinator. The professional development programs prepare the entire staff to create and implement challenging content and well-developed learning strategies that will prepare ELLs to think critically and solve problems. Two clerical days in June are used by the staff to collaborate and share information about ELLs as they transition from one school level to another. All new staff members receive 7.5 hours and Special Education staff and paraprofessionals receive 10 hours of training per Jose P. A record of the training received by the staff is on file in the ENL department. Sign-in sheets and agendas are kept on file for all professional development sessions. Some of the topics for professional development may include the Common Core Learning Standards (CCLS), Stages of Second Language Acquisition, Compliance/Testing, Basic Interpersonal Communication Skills (BICS), and Cognitive Academic Language Proficiency (CALP). Finally, all staff members are informed of professional development offered through professional organizations such as UFT, SABE, etc.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Both ENL teachers and mainstream teachers individually meet with the parents and guardians of ELLs at least once a year, in addition to parent-teacher conferences, initial orientations, quarterly progress meetings, or other scheduled meetings provided for parents and guardians. At these meetings, teachers discuss the goals of each student in the ENL program, language development progress, English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes other school staff necessary to sufficiently inform parents and guardians about their child's language development in all content areas in English. These meetings are conducted with qualified interpreters or translators in the language or mode of communication the parent or guardian best understands. Sign-in sheets and agendas are kept on file for all parent meetings. Translators from the LIU, paraprofessionals, the parent coordinator, office staff, and parent volunteers provide translation as needed. Phones are available throughout the building to access over-the-phone interpretation in the event a translator is not available for that language on-site.

Question #2:

At PS 63 Q, records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated. We meet with the parents or guardians of ELLs at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings, or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development in all content areas. This additional meeting includes school staff necessary to sufficiently inform parents and guardians about the child's language development in all content areas in English. The meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We record attendance using existing procedures.

See Question Below:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator and other members of the Language Allocation Policy (LAP) team evaluate and address the needs and concerns of our parents. Utilizing data based on information of our ELL population, we provide written translation of school letters and notices to meet the language needs of our parents. The number of home languages have been tabulated and area adjusted throughout the school year to reflect our ELL population. At monthly PTA meetings, parents of ELLs are encouraged to become active and involved members of the school community. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. All parents, including parents of ELLs, are asked to complete an annual survey about our school in their native language. The information from these surveys is also used to evaluate and address the needs of our ELLs and their families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parents of ELLs are given many opportunities to participate in parent workshops throughout the year. The Parent Coordinator organizes a monthly Parent-Child Book Club, a Flu Vaccine and information session, Family Reading Night with the school librarian, Go Math workshops, Health, Nutrition, and Energy Conservation workshops, a food drive, and Fund Raisers. The Energy Conservation Workshops are sponsored by the Office of Emergency Management, and the eight week Nutrition workshops are provided by a community based organization that is sponsored by Cornell University.
5. How do you evaluate the needs of the parents? Our Parent Coordinator and other members of the Language Allocation Policy (LAP) team evaluate and address the needs and concerns of our parents. Utilizing data based on information about our ELL population, we provide written translation of our school letters and notices to meet the language needs of our parents. The number of each home language has been tabulated and are adjusted throughout the school year to reflect our ELL population. ELL PTA members voice the concerns of ELL parents during monthly meetings. We also use data gathered from online parent surveys to evaluate parents sentiments towards current procedures.
6. How do your parental involvement activities address the needs of the parents? Parents who are interested in learning English are assisted in signing up for the ESOL classes offered by the DOE's Office of Adult and Continuing Education. In addition our school implements the services and resources offered by the DOE's Language and Interpretation Unit, so that we may ensure that our school community is equally accessible to all parents. One of these resources

include, posters written in nine languages that inform parents of the availability of translation services, upon entering the school building. Others include, a list of languages in English, side by side with 30+ other languages to make it easier to identify parents' preferred language, and LIU services offered over the phone for in person communication and via e-mail for document support.

D. Additional Information

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

n/a

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Marino-coleman	Principal		10/29/15
Yvonne Wald	Assistant Principal		10/29/15
Yolanda Arroyo	Parent Coordinator		10/29/15
Linda Genao	ENL/Bilingual Teacher		10/29/15
Tiffany Placeres	Parent		10/29/15
Ellen Davidson	Teacher/Subject Area		10/29/15
Joanne Galluzzi	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Heather Lawrence	School Counselor		10/29/15
Mary Barton	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q063** School Name: **Old South School**
Superintendent: **Mary Barton**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents of new entrants are asked to complete a Home Language Identification Survey (HLIS) and are interviewed in their native language and English to determine if a language other than English is spoken at home. If the HLIS indicates that the home language is a language other than English, the NYSITELL is administered to the student to determine eligibility for bilingual education or ENL services. The NYSITELL is scanned and uploaded to ATS and results are used to expedite appropriate student placement. Parents receive notification in their home language regarding entitlement and placement in our ENL program. Students requiring bilingual education or ENL services are entered in ATS on the Indicator Screen as English Language Learners (ELLs). All new emergency cards reflect the home language, along with required contact information. Utilizing data based information on our population of ELLs, we provide written translation of school letters and notices to meet the needs of our parents. We also provide oral translation at school meetings, including parent-teacher conferences, to inform parents about programs and curricula and to explain ways to improve student achievement.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our school's written translation and oral interpretation needs are addressed and reported in our Language Allocation Policy (LAP) which is on file in the main office for easy access by the entire school community. The parents' preferred languages for both written and oral communication have been tabulated and are adjusted throughout the school year to reflect our changing ELL population. These

languages are used to address our written translation and oral communication needs. We have found that the major languages spoken by our ELLs and their families are as follows: Spanish, Bengali, Arabic, Chinese, Urdu, Polish, Pashtu, and Punjabi. Notices for school events and workshops are provided for parents in their native language. Translators are available at PTA meetings, parent orientations, and parent-teacher conferences for parents of ELLs. We have found that when parents are kept informed of school programs and events there is increased parental involvement and better student attendance and academic outcomes. We believe that our efforts to reach out to parents in their native language is proving to be successful as there has been an increase in the return of parental signage and attendance at various academic and social school functions.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We provide translated brochures, Parent-Teacher conference announcements, Title III After-School program information, New York State testing dates, and Title III ELL Summer Enrichment program information. Parents are informed that standardized assessments (other than the New York State English Language Arts Exam) will be given in the child's native language, whenever possible. Parent workshops, conducted by our Parent Coordinator, provide useful information in a language parents can understand. This information helps parents understand that the home environment is crucial in supporting academic achievement. It also increases parent involvement within the school community. The on-going needs of our ELLs and their parents are discussed at LAP(Language Allocation Policy) meetings to ensure that we are committed to improving student achievement. Our goal is to increase parental involvement with the school community in an effort to support shared parent-school accountability.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year we host four (4) face-to-face meetings with parents: September, November, March, and May. Parent-teacher conferences and curriculum nights afford parents and teachers the opportunity to interact and discuss the individual needs of their children. Parents have the opportunity to ask questions in their native language and, through the use of translators/interpreters, receive important information to help them support their children as they acquire English as a new language.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At faculty meetings, the principal and the Language Access Coordinator (LAC), provide the staff with a list of translators to help with the written translation and oral interpretation needs that may arise throughout the school year. Using time allocated for professional development, the LAC ensures that all staff members are aware of how to use translation services and the over-the-phone interpretation service. The LAC also explains where to find the Translation and Interpretation Brochure and the Language ID Guide in our building. The Language Palm Card is distributed and discussed during professional development sessions giving teachers an opportunity to ask questions and receive important information regarding their ELLs.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We gather feedback from parents on the quality and availability of our translation and interpretation services by reviewing data from our annual parent survey. We review the responses from parents and adjust our translation and interpretation procedures accordingly to meet the needs of our parents. Parents are also asked to discuss their translation and interpretation needs at PTA meetings, parent orientations, and workshops.