2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 09X063
School Name: P.S. 063 AUTHOR'S ACADEMY
Principal: REINALDO DIAZ-LENS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Authors' Academy

<table>
<thead>
<tr>
<th>School Number (DBN): 09X063</th>
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BEDS Code: 320900010063

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<tr>
<th>Grades Served: PK-5</th>
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School Address: 1260 Franklin Avenue

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<th>Phone Number: 718-589-3058</th>
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Fax: 718-589-4917

School Contact Person: Reinaldo Diaz-Lens

Email Address: RDiaz15@schools.nyc.gov

Principal: Reinaldo Diaz-Lens

UFT Chapter Leader: Tracie Abrigo

Parents’ Association President: Janet Welch

SLT Chairperson: Rowena Persaud

Title I Parent Representative (or Parent Advisory Council Chairperson): Ricardo Pantaleon

N/A

Student Representative(s): Gil Brioso

CBO Representative: 

District Information

Geographical District: District: 09

Superintendent: 

Superintendent’s Office Address: 1245 Washington Avenue Bronx, NY 10456

Superintendent’s Email Address: LRosario2@schools.nyc.gov

Phone Number: 718-579-7143

Fax: 718
Field Support Center (FSC)

FSC: ____________________________ Executive Director: ____________________________
Executive Director’s Office Address: 1230 Zerega Avenue Bronx, NY 10462
Executive Director’s Email Address: Jruiz2@schools.nyc.gov

Executive Director’s Office Address: ____________________________
Executive Director’s Email Address: ____________________________

Phone Number: ______________ Fax: ______________
718 828-7776 718 828 6280
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Reinaldo Diaz-Lens</td>
<td>*Principal or Designee</td>
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<td>Tracie Abrigo</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Janet Welch</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Maritza Tossas</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Ricarda Pantaleon</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Rowena Persaud</td>
<td>Staff</td>
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<tr>
<td>Brenda Santiago</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Margarita Como-Guzman</td>
<td>Parent/Member</td>
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<tr>
<td>Madlene Arzu</td>
<td>Parent/Member</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>Carla McIntosh</td>
<td>Parent/Member</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families, and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<td><strong>Effective School Leadership:</strong> 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.</td>
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<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust:</strong> 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.</td>
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</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>Mission:</strong></td>
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</table>
The staff of Public School 63/Authors’ Academy is committed to providing all our students with a first class education. Our staff provides an exemplar instructional program by providing an optimum learning environment for all students by making a commitment to small group instruction where the instructional teams design research based high quality differentiated instruction for all our learners and targeted differentiation intervention for our at risk students. In addition to our academics, we cherish our diversity and strive to nurture tolerance, self-respect, and respect for others. We embrace the support of our larger school community in an effort to build a solid partnership and also to enrich educational experiences for each of us.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 63 is an Elementary school in the Morrisania section of the South Bronx that serves 589 students in grades Pre-K-5. The school population comprises 37% Black, 58% Hispanic, and 2% White students. The student body includes 21% English language learners and 18% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2016-17 was 90%. With the on-going support of our parents, dedicated staff members and CBO’s and a strong instructional leadership team we have been able to successfully maintain the status of schools in good standing during the last 10 years.

Supportive Environment and Collaborative Teachers

PS 63 partners with CBO-Building Young Professionals who provide families with an after school program. They offer a variety of services for students including homework support, arts enrichment, and physical education.

A full time school based funded arts teacher provides students in all grades with art instruction that is integrated into the literacy units of study. Additionally, students in fifth grade, visit the Time in for Kids Art Studio once each week where they are exposed to the art discipline by professional artists. Kids learn whole operas through hands-on art, go on gallery hops and museum visits to the most important contemporary art shows all over the city, participate in fantastic literacy and live performance activities.

Studio in a School Early Childhood PK Program is a once a week, Blueprint based lessons that progress from materials-based explorations to more complex activities as the children gain experience and confidence.

Carnegie Math coaches provided teachers in grades second, fourth, and fifth in-person support. Professional Learning Coaches delivered practical strategies, first-hand insights, and training that helped teachers shift their mindset, deepen content knowledge, and create student-centered learning environments where everyone thrives.

Early Reading Matters (Kindergarten to 3rd Grade)

This partnership is dedicated to increasing teacher effectiveness, one of the most critical factors in student success. The services transform how educators work together at urban public schools, helping the most effective teachers
develop the skills they need to lead their peers and drive school-wide improvement. They partner with school leadership to create a work environment that equips teachers to succeed in the classroom.

During the 2017-18 school year, PS63 implemented The Five Practices for Orchestrating Productive Mathematics Discussions, providing our students with opportunities to make their thinking visible. Teachers met with in-house mathematics coach and Carnegie math coach to review data trends, conduct student inquiry, plan, and receive feedback.

3. Describe any special student populations and what their specific needs are.

PS 63 - Authors' Academy serves 591 students of which:

- 22% are English New Learners (New to the country and/or with limited English proficiency)
- 20% Special Education (With Academic and/or Behavioral Deficits)
- 19% in Temporary Housing

4. Identify 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.

Principal Performance Observation Feedback 2017-18
Areas of Celebration:

2.2 Well Developed

Assessments are embedded into every unit. There are data sheets by class and for individual students that support teachers’ ability to track student performance. Coaches support the collection of data and facilitate teachers’ use of the data. Goals for student progress are set in the fall. Both teachers and students set goals that are tracked by the teacher, administration and the students themselves. Pushables and slippables have been identified and provided targeted support.

4.1 Well Developed

There are seven new teachers at PS 63. New Teacher Center trained mentors and coaches support the new teachers. Professional development cycles are structured to support teachers at all levels. For example, Carnegie was brought on to support teachers with a deeper understanding of math that will allow teachers to deepen students’ conceptual understanding. Teachers are also matched to provide targeted peer support.

Next Steps:

There is the beginning of the use of the strategies around the 5 Practices for Orchestrating Productive Mathematics Discussions. Students are explaining and making their thinking visible. Teachers are becoming facilitators and allowing students to explore their thinking therefore deepening their conceptual understanding.

New York State Assessment Performance Data:
**Closing the Achievement Gap:**

Our instructional priority for the 2017-18 school year was to improve teacher pedagogy around student-centered learning in writing across content areas, resulting in the increased capacity of students to take responsibility for their own learning, foster metacognition, critical thinking skills, perseverance, and self-reflection.

Our current performance data revealed that students across all grade levels struggle in making inferences grounded in text evidence. Our NYS ELA scores and Fountas & Pinnell Running Record Data reveal that kindergarten through fifth grade students struggle in thinking beyond the text and about the text. In light of the assessment pattern that has been revealed through data collection, we have taken the following measures to rectify this trend:

During the 2017-18 school year, we continued to use the Framework for Great Schools as pillars to ensure that our students make progress in expanding their level of comprehension beyond the literal and making connections beyond the text. We worked towards remediating this trend by continuing to engage our students in rigorous instruction. We provided our teacher teams with high-leverage professional development through Collaborative Teacher Teams to enhance pedagogy. Our partnership with Teaching Matters provided teachers with targeted support in effectively planning and executing the components of the reading block with an emphasis on Guided Literacy and Interactive Read Alouds, frequently assessing students, and engaging in collaborative inquiry.

In reviewing the 2017-18 NYS Math assessment, performance based assessments, and state achievement standards, we noticed that our students demonstrated success with conceptual understanding. However, they struggled with comprehension of problems and devising a clear solution, when presented with multi-step tasks. As a result, during the 2017-18 school year, we implemented The Five Practices for Orchestrating Productive Mathematics Discussions, providing our students with opportunities to make their thinking visible by engaging in inquiry based learning.
### School Demographics and Accountability Snapshot for 09X063

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
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**English Language Learner Programs (2018-19)**

- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**

- # Special Classes (ELA): 56
- # SETSS (ELA): 38
- # Integrated Collaborative Teaching (ELA): 76
- # Special Classes (Math): 55
- # SETSS (Math): 26
- # Integrated Collaborative Teaching (Math): 67

**Types and Number of Special Classes (2018-19)**

- # Visual Arts: 24
- # Music: N/A
- # Drama: N/A
- # CTE: N/A

**School Composition (2017-18)**

- % Title I Population: 95.0%
- % Attendance Rate: 90.2%
- % Free Lunch: 93.5%
- % Reduced Lunch: 1.9%
- % Limited English Proficient: 19.9%
- % Students with Disabilities: 20.4%

**Racial/Ethnic Origin (2017-18)**

- % American Indian or Alaska Native: 0.7%
- % Black or African American: 36.7%
- % Hispanic or Latino: 58.9%
- % Asian or Native Hawaiian/Pacific Islander: 0.7%
- % White: 2.9%
- % Multi-Racial: 0.8%

**Personnel (2015-16)**

- Years Principal Assigned to School (2018-19): 14.25
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate (2014-15): 0%
- % Teaching Out of Certification: 2%
- % Teaching with Fewer Than 3 Years of Experience: 31%
- Average Teacher Absent Days (2014-15): 4.8

**Student Performance for Elementary and Middle Schools (2017-18)**

- ELA Performance at levels 3 & 4: 36.1%
- Mathematics Performance at levels 3 & 4: 38.9%
- Science Performance at levels 3 & 4 (4th Grade): 82%
- Science Performance at levels 3 & 4 (8th Grade): N/A

**Student Performance for High Schools (2017-18)**

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: 90.2%
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**

- Reward: No Recognition
- In Good Standing: Yes Local Assistance Plan
- Focus District: Yes Focus School Identified by a Focus District
- Priority School: No Focus Subgroups

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

2017 - 18 School Quality Guide:

100% of math/science teachers say that they had the resources to focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning.

96% of teachers of all subjects say that they had the resources to develop students’ conceptual understanding, procedural fluency, and their ability to apply math in context.

Next Steps:

2017 - 18 School Quality Guide

55% of teachers say that students respond to challenging questions in class

68% of teachers say that students provide constructive feedback to their peers and teacher.

2018 - 2019 Danielson Framework for Teacher Effectiveness

● 1e Designing Coherent Instruction
● 3b Using Questioning and Discussion Techniques
● 3c Engaging Students in Learning
● 3d Using Assessments in Instruction

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a 5% increase in teachers receiving an effective or highly effective rating in Measure of Teaching Practice (MOTP) in domain 3b: Using Questioning and Discussion Techniques, as measured by the Advance Teacher Rating System.
### 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:

- Evidence-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).

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<tr>
<th>Research-based Instructional Programs</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Ensure full implementation of the Five Practices for Orchestrating Productive Mathematics Discussions. | K - 5 Teachers  
K - 5 Students | September - November | School Leaders  
Math Coach  
Carnegie Consultant |
| During the month of September, administrative cabinet will introduce teachers to the instructional goals for 2018-19 with a tentative action plan that addresses these priority needs. | | | |
| Math coach will join monthly teacher team meetings for the 2018-19 school year, to provide professional development focusing on creating cognitively challenging tasks, that align with the teaching point of the lesson and fostering productive discussion among students. | K - 5 Teachers  
K - 5 Students | Sept.-June | School Leaders  
Math Coach and Carnegie Consultant  
Teachers |
| Teacher teams will create student discussion protocols. This will ensure students are following expectations of engaging in respectful student led discussions. Teachers will review these protocols with students once a week | | | |
| Once a month the math coach will provide in class support to K-5 teachers focusing on student discussions. Teachers will be provided feedback and resources necessary to maximize productive discussion in the classroom. | | | |
| Carnegie Math Coach will meet with teacher teams once a month to facilitate content training workshops based on data from the 2018 New York State Mathematics Exam | | | |
| In a risk-free environment, teachers will be provided the opportunity to participate in Lesson Study activities. This inquiry based approach will allow teachers to refine their practice around productive student discussions based on | K-5 Teachers  
K-5 | October-April | School Leaders |

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**Part 3a – Action Plan**
the insight and feedback provided from their grade level team.

- Teachers in grade 3-5 will analyze the NYS math rubric alongside the New York State release questions provided through Engage NY and performance data, in order to gain insight into grade level expectations.

- Teachers that have demonstrated best practices in domain 3b: Using Questioning and Discussion Techniques, based on Measure of Teacher Practice data. Their classrooms will be utilized as lab sites.

- Administration and the math coach will conduct unannounced walk-throughs to assess teaching practices in regard to student engagement in discussion-based learned in order to make informed decisions about future supports.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Parents will be invited to “Curriculum Night” in the beginning of the year to provide them with information and resources on ways to help their children meet the needs of the curriculum, grade specific standards and School wide Instructional Expectations. The parent coordinator will be responsible informing the parents about these events.

- Parents will be invited to participate in a series of professional development opportunities during United Federation of Teachers (UFT) Parent Engagement on Tuesdays that will focus on discussion based learning in mathematics. Parents will be provided insight into how to facilitate these discussions at home. The parent coordinator will be responsible informing the parents about these events.

- Student led conferences will be conducted during parent teacher conferences. Students will be empowered to take the lead role in communicating their learning to their parents.

- Academic coaches and teachers will facilitate workshops for parents, providing activities they could engage students at home to minimize math regression during the summer months. The parent coordinator will be responsible informing the parents about these events.

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.

- Administrative staff and teacher leaders will provide professional development, modeling and materials for staff.

• Contractual time on Mondays will be designated for teacher team meetings and professional development.
• Circular 6 will be utilized for additional teacher team planning time
• Current curriculum maps
• 2018 New York State Mathematics Exam item analysis
• Carnegie Consultant

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>C4E</td>
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Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• By November 2018, Administrators, math coach, and the Carnegie consultant’s walk through notes will show that 50% of classrooms visits, students were engaged in discussion based learning.</td>
</tr>
<tr>
<td>• By February 2019, all teachers will complete a survey addressing their comfort level with implementing Five Practices for Orchestrating Productive Mathematics Discussions. The qualitative data will be analyzed by the administrative teams to identify if teachers need more professional development on a particular practice.</td>
</tr>
<tr>
<td>• By March 2019, Administrators, math coach, and the Carnegie consultant's walk through notes will show that 75% of classrooms visits, students were engaged in discussion based learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Math Coach logs</td>
</tr>
<tr>
<td>• Walk Through data analysis</td>
</tr>
<tr>
<td>• Advance Teacher Observation Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Principal Performance Observation Feedback 2017-18:

1.2 Proficient

Teachers are becoming facilitators allowing students to explore their thinking therefore deepening their conceptual understanding.

Next Steps:

- Continue to push the rigor and differentiation.
- Need to deepen the structures around student talk

1.4 Well Developed

The school presents a safe, caring, nurturing environment where students are known by the leaders and other staff members. School personnel have adopted their practice and approach to meet students where they are academically and socially.

3.4 Well Developed

School leaders set high expectations for all constituents

School Performance Data 2017-18

Based on the School Quality Snapshot:

- 93% of teachers say that they modify instructional activities and materials to meet the development needs and learning interests of all their students. (Q2c)
- 93% of teachers say that teachers are actively trying to improve their teaching. (Q1b)
- 83% of teachers say that students feel challenged. (Q20a)
• 94% of teachers say that the professional staff believes that all students can learn, including English language learners (ELL) and students with disabilities. (Q6a)

Priority Needs

• Based on SIT IEP review students' IEPs include statements of the unique individual needs and strengths in reading, writing, and math of each student; however, some IEPs lack specially designed instruction to address unique individual needs of the student.

The SIT team will work collaboratively with UFT Teacher Center and Bronx Field Support Special Education Liaisons to support staff in the adaptation of content, methodology, and delivery of instruction to address the unique needs that result from a student's disability and ensure access to the general curriculum.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 100% of Special Education teachers and Related Service providers will implement Specially Designed Instruction (SDI) strategies. In order to adapt content, methodology, and delivery of instruction to address the unique needs that result from a student’s disability and ensure access to the general curriculum, these adaptations will be reflected in student IEPs and evidenced by improved practices in Advance competencies 1e, 1e,3b, 3c, 3d,
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<td>- 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).</td>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>Special Education Teachers and Students</td>
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</tbody>
</table>

<table>
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<tr>
<th>Timeline What is the start and end date?</th>
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<tr>
<td>June 2018-Sept. 2018</td>
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<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School Leaders</td>
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<tr>
<td>• Professional Development Team</td>
</tr>
<tr>
<td>• IEP/SETSS Teacher/Special Education Liaison</td>
</tr>
</tbody>
</table>

- **September**
  - Complete Chapter 408 documents

**Professional Development:**
Special Education Team meeting /In-house PD facilitated by IEP/SETSS teacher, school psychologist, BBFSC Special Education Support Lead, UFT Teacher Center Special Education Support

**September October**
Rolling out Specially Designed Instruction (SDI)

- Common definitions, language, and terms
- Clear expectations
- Common practices
- Consistent monitoring for improvement
- Functional Behavior Analysis (FBA)/Behavior Intervention Plan (BIP)
- IEP review

Create an at a glance plan for all students with IEPs including strengths, deficits, observable behaviors
associated with deficits, objectives, SDI strategies to consider, accommodations.

<table>
<thead>
<tr>
<th>November- December</th>
<th>Special Education Teachers</th>
<th>November to December 2018</th>
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<tbody>
<tr>
<td>SDI and IEP creation</td>
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<td>SDI and IEP creation</td>
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<tr>
<td>How do we design SDI?</td>
<td>How do we design SDI?</td>
<td>How do we design SDI?</td>
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<tr>
<td>Teach and Accelerate using their strengths</td>
<td>Teach and Accelerate using their strengths</td>
<td>Teach and Accelerate using their strengths</td>
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<tr>
<td>Scaffold for weaknesses</td>
<td>Scaffold for weaknesses</td>
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<tr>
<td>Differentiate Content (Standards/Curriculum), Process (Making Sense of Instruction), Product (Assessment)</td>
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<tr>
<th>January- February</th>
<th>Special Education Teachers</th>
<th>January to February 2019</th>
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<tr>
<td>Progress Monitor and SDI Plan Revision</td>
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<tr>
<td>assess a student’s performance</td>
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<td>assess a student’s performance</td>
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<tr>
<td>quantify his or her rate of improvement or responsiveness to intervention/adaptation or accommodation /modifications</td>
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<th>March – April</th>
<th>Special Education Teachers</th>
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<tr>
<th>May-June</th>
<th>Special Education Teachers</th>
<th>May to June 2019</th>
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<tr>
<td>Looking Ahead</td>
<td>Looking Ahead</td>
<td>Looking Ahead</td>
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</table>

New Initiatives /Compliance
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will be invited to classroom writing celebrations at which time students will share their products, progress and goals.

- Parents will be invited to take part in a series of professional development opportunities that will focus on supporting students. Parents will be encouraged to provide feedback to teachers and insights into supporting their child.

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.

- Administrative staff, Special Education Liaison/IEP teacher, UFTTC Special Education Support Staff, Educational Consultants, and Borough Support Staff will provide professional development, modeling, and materials for staff.
- The following items will be used: The Danielson Framework for Teacher Effectiveness,
- Time on Mondays will be designated for teacher team meetings.
- Circular 6 will be utilized for teacher planning

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

- By February 2019, all teachers will complete a survey addressing their comfort level with developing IEPs and lessons, units of study that implement SID strategies. Data will be utilized to support future learning.
- Cabinet team members will conduct monthly walkthroughs to ensure teacher implementation of SDI strategies.
- By February 2019, all special education teachers will demonstrate improved ability to create lessons that incorporate SDI strategies.
### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- 2018-19 Advance Data
- IEP review data
- School Quality Snapshot

### Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Principal Performance Observation Feedback 2017-18:

4.2 Well Developed

All teachers engage in teacher team work and are normed to support coherence. The teams follow specific protocols to review student work. Teacher teams focus on looking at student data by standard. They identify misconceptions that may have led to student misunderstanding. Then they devise plans to bridge the understanding.

Next Steps:

Have teams engage in deeper inquiry work around a problem of practice, where they develop a plan to address the issue, track their impact, and revise as necessary.

School Performance Data 2017-18

Based on the School Quality Snapshot:

- 79% of teachers say that at their school teachers make a conscious effort to coordinate their teaching with instruction at other grade levels. (Q8b),
- 80% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas. (Q10b)

In reviewing Principal Performance Observation Feedback 2017-18 we noticed that teachers needed support in the following Danielson Framework for Teacher Effectiveness Competency areas:

1E Designing Coherent Instruction
3B Questioning and Discussion
3C Engaging Students in Learning
3D Using Assessment in Instruction.

Priority Needs
Based on the most current data, the Vertical Teacher Team will focus on a problem of practice and conduct active research (research and practice), looking closely at current pedagogical practices and student data to identify needs, and implementing researched-based strategies for problem solving.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers will engage in Teacher Rounds (collaborative inquiry) around a school wide problem of practice (in both literacy and mathematics) in order to plan cognitively challenging/engaging and accessible CCLS aligned tasks, promoting mutual accountability and shared leadership, as evidenced by improved practices in Advance competencies 1e, 3b, 3c, 3d.
**Part 3a – Action Plan**

- Vertical Teacher Team will focus on a problem of practice and conduct active research (research and practice), looking closely at current pedagogical practices and student data to identify needs, and implementing researched-based strategies for problem solving.

**Professional Development:**

- In September, all vertical teacher teams engaged in Teacher Rounds will develop a problem of practice. This problem of practice, is closely aligned to the CCLS standards, and will focus the learning for the year. Teachers will have the opportunity to choose to be a member of a teacher rounds team that will focus on either literacy or math.
- Teachers will engage in research and discussion to determine what possible criteria could be created for solving the problem of practice.
- Teachers will create a tentative schedule for the year so that each member of the vertical teacher team will take on the role of host teacher and facilitator. Host teachers will have their lessons videotaped, and then uploaded to Google drive so that all members of the teacher team can view the lesson in preparation for the rounds debrief.

**By October, teachers will complete the first rounds cycle.** The facilitator of the teacher rounds team will use the debrief protocol to lead teachers through the rounds debrief. The host teacher will receive data driven feedback from other members of the group, in the form of noticing and wondering. By the end of this meeting all teachers will make a specific commitment to try/refine specific teaching in their own practice, drawing on the learning from the meeting. All teachers will bring evidence of their commitments in forms of records of practice. These records of practice are an additional way that strong teacher practices are shared among members of the group.
- Each month, a different teacher will be the host teacher and will share his/her lesson with the teacher team for feedback, and new or revised commitments will be made that align to the problem of practice.
- In June, all members of teacher rounds will have the opportunity to share with the staff how the rounds process has impacted their teaching and student achievement.
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Grade level teacher teams will conduct parent workshops to inform them of the Teacher Rounds process and empower with tools to support their children when working with them at home in areas related to the problem of practice.

### 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.

- Academic coaches and teacher leaders will lead vertical teacher rounds teams on Mondays during professional development.
- Flexibility in scheduling - Host Teachers and facilitators will be provided with time in order to plan the host preparation lesson.
- Cohorts will meet monthly
- When necessary, professional texts and research will be used in order to support professional learning around the problem of practice.
- The GoPro camera will be used to videotape teacher rounds lessons that are then uploaded to Google drive for teachers to view in order to prepare for a rounds debrief.

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

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</table>

### 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.

By February 2019, teachers will have participated in several rounds of Teacher Rounds, and received feedback from cohort members, and literacy coach, aligned to the Danielson Framework for Teacher Effectiveness.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The Danielson Framework for Teacher Effectiveness, student work samples, and application of Cohort feedback.

**Part 5c.** In February 2019, 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**

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<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Principal Performance Observation Feedback 2017-18**

4.1 Well Developed

- Teachers are supported by the administrative staff and coaches. Feedback is clear and is given in a way that allows teachers to accept and address their areas of need.
- Observe teachers using The Danielson Framework for Teaching with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

**Next Steps:**

Continue to provide teachers opportunities to visit each others classroom with a specific focus. This will support the development of trust amongst the staff and as a result improve teacher practice.

**School Performance Data 2017-18.**

Based on the School Quality Snapshot:

- 79% of teachers say that at their school teachers make a conscious effort to coordinate their teaching with instruction at other grade levels. (Q8b),
- 80% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas. (Q10b)
- 91% of teachers say that teachers respect other teachers who take the lead in school improvement efforts. (Q4e)
- 89% of teachers say that they had opportunities to work productively with colleagues at their school on professional development. (Q10c)
- Proficiency rating of students display groups of students at risk (F&P/i-Ready Summary/ Progress Reports)

**NYS ELA Data**

F&P data indicates the following:
• 30.4% of students are reading at or above benchmark in Kindergarten.
• 23.1% of students are reading at or above benchmark in First Grade
• 67.4% of students are reading at or above benchmark in Second Grade
• 50% of students are reading at or above benchmark in Third Grade

Priority Needs:

Based on data, our priority needs are:

• To increase the number of students reading at or above grade level in Grades K-3.
• Have teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

In order to increase the number of students reading at or above benchmark, we will continue our partnership with Early Reading Matters in order to refine teacher practice in Guided Literacy and Interactive Reading and Writing.

In order to build capacity involvement in a culture of professional inquiry, we will elevate the status of teacher leaders with the support of the UFT and ULIT Literacy Coaches, in collaboration with the Early Reading Matters coach.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, as a result of our partnership with Teaching Matters, 100% of our teachers in grades K to 3 will engage in professional development around strengthening guided literacy and interactive read aloud. Resulting in an increase in building capacity, student achievement, as evidence by Advance data, instructional walk through feedback, F & P running records.
### Part 3a – Action Plan

**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:

- Evidence-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).

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<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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</tbody>
</table>

**Year 2 Cohort: Teacher Leadership**

**Focus: Teaching and learning gaps**

- Elevate the status/development of teacher leaders.
- Preliminary tasks for ERM coach, school leaders, literacy coaches, teacher leaders:
  - Review year 1 outcomes, using school wide competencies and student progress
  - F&P norming training for all staff
  - Analysis of 2017-18 benchmark data with teams to determine focus of work
  - Team building set norms and protocols
  - Establishing classroom routines and procedures that encourage student learning and independence

**September: Preparing for instruction**

- K-3 Teachers, Students, ERM Teacher Leaders
- September 2018
- Assistant principals, ERM Coach, Teacher Leaders, Literacy Coaches

**October: Interactive Read Aloud and Shared Reading**

- **Teach & Review** interactive read-aloud basics to promote (vocabulary development, comprehension, writing in response to text Grades 1+)
- **Model** effective read-aloud instruction and debrief with teams on competencies and reading behaviors
- **Observe** and provide feedback, schedule inter-visitations
- Assess progress and planning for next cycle
- Conduct learning walks
- Schedule regular grade level meetings to strengthen communication and align best practices for curriculum planning, instruction, assessment, and data collection, and professional learning between new and veteran teachers.

- K-3 Teachers, Students, ERM Teacher Leaders
- October 2018
- Assistant principals, ERM Coach, Teacher Leaders, Literacy Coaches
<table>
<thead>
<tr>
<th><strong>November &amp; December: Guided Literacy w/a focus on using data to inform instruction</strong></th>
<th>K-3 Teachers, Students, ERM Teacher Leaders</th>
<th>November-December 2018</th>
<th>Assistant principals ERM Coach Teacher Leaders Literacy Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ERM coach and teacher leaders will Co-lead Data Day training</td>
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<tr>
<td>• <strong>Teach &amp; Review</strong> content and pedagogical knowledge (w/emphasis on guided literacy, using the LMS, appropriate protocols for team meetings</td>
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<tr>
<td>• <strong>Model</strong> full guided literacy block</td>
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<tr>
<td>• <strong>Plan and prepare</strong> effective guided literacy lessons with teams based on goals and learning targets</td>
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<tr>
<td>• <strong>Observe</strong> classroom practices, see what is going well and what needs to be addressed</td>
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<tr>
<td>• <strong>Assess progress and plan</strong> with teams for next cycle (conduct F &amp; P assessment, adjust groups based on data, teachers self-assess based on competencies.</td>
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<tr>
<td>• Conduct learning walks</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>January &amp; February: Guided Literacy w/a focus on independent reading</strong></th>
<th>K-3 Teachers, Students, ERM Teacher Leaders</th>
<th>January-February 2018</th>
<th>Assistant principals ERM Coach Teacher Leaders Literacy Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Teach &amp; Review</strong> the basics of effective independent reading instruction, anchoring learning with meaningful whole-class lessons, key strategies, scaffold student progress</td>
<td></td>
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<tr>
<td>• How to deepen knowledge of high-leverage instructional strategies for guided literacy w/ focus on independent reading</td>
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<tr>
<td>• <strong>Practice observe and note</strong> successes and challenges related to competencies</td>
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<tr>
<td>• <strong>Plan/Prepare/Practice</strong> executing independent reading strategies in the classroom</td>
<td></td>
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<tr>
<td>• <strong>Model</strong> effective guided literacy instruction with a focus on independent reading</td>
<td></td>
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<td></td>
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<tr>
<td>• Assess progress and plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Conduct</strong> learning walks</td>
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<tr>
<td>• <strong>Conduct</strong> ERM mid-year progress meeting</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>March &amp; April: Guided Literacy w/emphasis on using data to inform instruction</strong></th>
<th>K-3 Teachers, Students, ERM Teacher Leaders</th>
<th>March-April 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Teach &amp; Review</strong> notes from progress February meeting, identify challenges that remain, improvements, future foci</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Using data to inform instruction during weekly team meetings, analyze exemplars or artifact of practice</td>
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<tr>
<td>• <strong>Plan and prepare</strong> with teacher teams, determine goals for advancing student learning, select two strategies that support effective literacy instruction, and one or two skills from “effectively teach competencies”</td>
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</tbody>
</table>
- **Observe** grade level teams participating in inter-visitations, teachers executing agreed upon strategy guided by ERM coach
- **Assess** by revisiting Reading Behaviors Tools and student work, to identify challenges/progress
- Decide on ladder of appropriate texts for next cycle based on progress
- Adjust instructional groups
- Teacher self-assess based on competencies
- **Conduct** learning walks

### May & June: Elevate year’s progress and plan forward

- Analyze Spring benchmark
- **Establish** set of grade-level team goals for reflection
- Continue to guide teams in implementing strategies and modifying instruction based on assessment data and student work samples
- **Conduct** final instructional walk with school leaders
- **Assess** progress of teacher teams (what worked, challenges that remain, improvement needed), and decide on next steps
- **Preview** texts and plan for coming school year
- **Conduct** ERM progress meeting with principal and leadership team

**K-3 Teachers, Students, ERM Teacher Leaders**

**May - June 2018**

- Assistant principals
- ERM Coach
- Teacher Leaders
- Literacy Coaches

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Teacher Teams will invite parents and conduct “Curriculum Night” in the beginning of the year to provide them with information and resources on ways to help their children meet the needs of the curriculum, grade specific standards and Citywide Instructional Expectations. The various channels of communication will be shared at this time. The school’s instructional goals will also be discussed.
- United Federation of Teachers (UFT) Parent Engagement on Tuesdays is used to inform parents of student progress and strategies they can use to support their children in all areas of need.

### 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.

- Instructional Coaches, Grade-Level Team Teams, and Cluster Teachers
- Cohorts will meet monthly
- Flexibility in Scheduling
- All program resources, per session activities for teachers including instructional coaches and administrators.
- School Leadership Team
• Grade Level teacher Teams

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>X</td>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>

**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.

- By February 2018, all new teachers will complete a survey reflecting on their experience thus far. Data from both teacher survey and classroom observations will be utilized to inform future learning.
- By February ERM mid-year progress meeting will be conducted by ERM coach
- Cabinet team members will conduct monthly walk-throughs and provide feedback aligned to The Danielson Framework for Teacher Effectiveness.
- ERM coach and literacy coaches will conduct learning walks and provide feedback

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Administration and coaches will conduct instructional walkthroughs and provide teacher feedback aligned to Danielson Framework for Teacher Effectiveness.
- 2018-19 Advance Data
- 2018-19 Advance Reports

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

During 2017 - 18 school year PS 63 partnered with a volunteer New York State licensed ENL teacher to provide adult ESL classes. Families were given the opportunity to participate in these classes three times a week, two hour per day.

2018 School Quality Guide

96% of parents say that they have communicated with their child's teacher about their child's performance.

96% of families say that they are greeted warmly when they call or visit their school.

96% of families say that teachers work closely with them to meet their child's needs.

Need

We service approximately 120 ENL students. Only 16% of these families took advantage of these free adult ESL courses.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

June 2019, parents participation in our school based free adult English as a Second Language (ESL) class will increase by 10%, as measured by the daily sign in sheets.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., over-age/under-credited, SIFE, STH).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

#### Parental Involvement

- Parents will be invited to “Curriculum Night” in the beginning of the year. At this time the instructor of the course will introduce herself to provide parents with an overview of the course. Sign-up sheets will be used to record attendance.
- Second Cup of Coffee- Parents have monthly opportunities to meet with the principal and discuss any concerns and make suggestions. A recorder will be present to memorialize the recommendations by the parents.
- Ongoing surveys will be used to evaluate the effectiveness of the class. These surveys will be reviewed quarterly by the administrative teams, to identify areas of improvement.
- Quarterly newsletters will be distributed highlighting classroom events, and learning outcomes.
- Monthly parent workshops facilitated by ENL coordinators, to provide strategies and resources they can use to support their child at home.

- Parents will be invited to attend “End of the Year Discussions” where they will be asked to reflect on the coursework they completed during the year and provide insight to improvements that can be made.

<table>
<thead>
<tr>
<th>Parents</th>
<th>June</th>
<th>School Leaders</th>
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<tbody>
<tr>
<td></td>
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<td>Professional Development Team</td>
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<td>Academic Coaches</td>
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<td></td>
<td></td>
<td>Teachers</td>
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</tbody>
</table>

### 3b – Parent and Family Engagement
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

N/A

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.

Administrators and parent coordinator will facilitate workshops for teachers with a focus on communicating with parents.

- Data from parent survey
- Quarterly Newsletter
- Daily sign-in sheets
- Monthly ENL workshop agendas

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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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.

By November 2018, at least 20% of our parents should be in attendance as measured by monthly attendance data.

By April, 2019, 25% our parents should be in attendance as measured by monthly attendance data

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Workshop sign-in sheets

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Analysis of formative and summative assessments, including but not limited to NYS ELA test, Fountas and Pinnell Running Records, MOSL assessments, PBA’s, end of unit assessments. Students not meeting benchmarks and are identified as Tier II receive additional out of class support.</td>
<td>Direct instruction provided by classroom teachers and Enrichment Specialists utilizing Levelled Literacy Intervention (Guided Reading) program, One-on-One conferencing, Interactive Reading and Writing, Shared Reading, FUNdations, i-Ready adaptive technology, Imagine Learning</td>
<td>Pull-out Push-in Small Group One-on-One Sessions i-Ready adaptive technology</td>
<td>Services provided before, during, and after school.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Analysis of formative and summative assessments, including but not limited to NYS Math test, NYC Periodic Assessments, daily quick checks, topic tests, performance based assessments. Students not meeting benchmarks are identified as Tier</td>
<td>Direct instruction provided by classroom teachers and academic intervention teacher utilizing: Strategy Lessons. One-on-One Conferencing. i-Ready adaptive technology</td>
<td>Small Group One-on-One Sessions i-Ready adaptive technology</td>
<td>Services provided before, during, and after school.</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td><strong>Student Needs</strong></td>
<td><strong>1. Counseling</strong></td>
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<tr>
<td><strong>Parental Requests</strong></td>
<td><strong>2. Leveled Literacy Reading Intervention for Hold over students</strong></td>
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<tr>
<td><strong>Referrals from classroom teachers and SIT</strong></td>
<td><strong>3. Push-in/Pull-out support for At-Risk students prior to referral for Spec Ed Services</strong></td>
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<td></td>
<td><strong>4. Cloud 9 character building social emotional program, conflict resolution, social skills lessons, critical thinking skills, crisis intervention, anger management, self-esteem group</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th>Analysis of formative and summative assessments, including but not limited to unit assessments, inquiry based projects</th>
<th>Direct instruction provided by classroom teachers and academic intervention teacher utilizing: Strategy Lessons, One-on-One Conferencing, i-Ready adaptive technology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Small Group</strong></th>
<th><strong>One-on-One Sessions</strong></th>
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</thead>
</table>

**Services provided during the school day.**

<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th>Analysis of formative and summative assessments, including but not limited to unit assessments, inquiry based projects</th>
<th>1. Repeated Readings of NF Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Interactive Writing, 3. Leveled NF (Social Studies) Guided Reading</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Small Group</strong></th>
<th><strong>One-on-One Sessions</strong></th>
</tr>
</thead>
</table>

**Services provided during the school day.
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>108 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>108 students</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
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</tbody>
</table>

The services we will provide, but not limited to, are:

- Backpacks with school supplies
- School Uniform/s
- Admission Money for Activities
- Footwear (if needed)
- Outerwear (if needed)
- Social worker provides counseling services when requested
- Parent Coordinator providing services to support families (assisting in completing forms, directing them to resource agencies)

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

Each spring, we convene our Authors’ Academy Hiring Committee. We carefully review all of the resumes that we maintain and the credentials of Open Market transfer candidates. Top candidates are invited for an interview with our committee. At the interview, teachers present the portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which are crafted by the committee. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.

Hiring Committee members, depending on the candidates’ responses, decide who are invited back to level two of the interview process which is often a demonstration a lesson. After the demo lesson followed by a debriefing session, all the members of the committee must agree that the teacher will add value to the work we are currently immersed in. The next level is the hired teacher meets with the academic coaches to study the curriculum maps for their grade/program and content expectations.

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).

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development. Teachers also receive feedback on their practice from peers, coaches and administration. For the past two years we have been selected by the Superintendent to host a series of literacy workshops on small group instruction with a focus on guided reading. These workshops were used to support both veteran and new teachers. For the inter-visitations, so that the participants could experience the actual practice, we also included new teachers to showcase the work they had been doing with the coaches and administrators.

We also support new and returning teachers in a variety of ways such as matching new teachers with lead teachers as a mentor. Partners meet for weekly meetings that support best practices. New teachers also are mentored by coaches and administration. Our teachers also take advantage of learning from their peers, conducting inter-visitations over the course of the year to observe best practices. All of our teachers participate in collaborative learning lab -sites and one-to-one coaching with the academic coaches. All the new teachers participated in Bronx
Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Pre-K social worker will facilitate monthly meetings with parents. PK teachers will meet with Kindergarten teachers to articulate the PK Instructional Program and the focus in June to assist in the transition to 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.

The teachers collaborate to design common grade level in house assessments. During Circular 6, teachers work with Academic Coaches to utilize analysis of student work protocol to identify performance and identify next steps for students and teacher practice.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$541,520</td>
<td>X</td>
<td>See the Budget Alignment and Resources in Section 5A Part 4, Section 5B Part 4, Section 5C Part 4, Section 5D Part 4, Section 5E Part 4</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$52,065</td>
<td>X</td>
<td>See the Budget Alignment and Resources in Section 5C Part 4,</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$15,822</td>
<td>X</td>
<td>See the Budget Alignment and Resources in Section 5E Part 4</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$45,645</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Tax Levy (FSF)         | Local                                      | $3,596,511     | X                          | See the Budget Alignment and Resources in Section 5A Part 4, Section 5B Part 4, }
Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**Parent and Family Engagement Policy**

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. PS 63X, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

PS 63/Authors’ Academy 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;

### Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, School 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 Every Student Succeeds Act (ESSA);

● 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
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<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

● 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Parent Compact (SPC) Template</td>
</tr>
</tbody>
</table>
PS 63X, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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;
II. Parent/Guardian Responsibilties

- 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

Student Responsibilities:
• attend school regularly and arrive on time;

• complete homework and submit all assignments on time;

• follow the school rules and be responsible for his/her actions;

• show respect for self, other people and property;

• try to resolve disagreements or conflicts peacefully;

• always try his/her best to learn.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

- This school is (check one):
  - conceptually consolidated (skip part E below)
  - NOT conceptually consolidated (must complete part E below)

---

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
</tr>
</tbody>
</table>

- Total # of ELLs to be served: ______
- Grades to be served by this program (check all that apply):
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12

- Total # of teachers in this program: ______
- # of certified ESL/Bilingual teachers: ______
- # of content area teachers: ______

---

2018-19 CEP
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: _____

Rationale:
There are currently 588 students at P.S. 63, Authors’ Academy of which 125 students are current English Language Learners at the Entering, Emerging, Transitioning, and Expanding proficiency language levels. of the students are at the Commanding proficiency level. 2017-2018 data indicates:
Entering Proficiency Level= 26
Emerging Proficiency Level= 12
Transitioning Proficiency Level= 22
Expanding Proficiency Level= 65
Commanding Proficiency Level= 16

Program 1: Reading and Writing Intervention for English Language Learners
The 2017 NYSESLAT data analysis shows a stall and/or regression in the Transitioning and Expanding language proficiency level for students in 2nd and 3rd grade.
2nd grade- 37% remained at the same level of language proficiency
2nd grade- 10.3% students regressed levels of language proficiency
3rd grade- 44% of students remained at the same level of proficient
3rd grade - 0% of students regressed
A Morning ENL program will target reading and writing instruction for these students, in order to address these findings. These English Language Learners are at the Transitioning and Expanding proficiency levels. The instructional program that will be used is, Trait Crate Plus by Scholastic. The program uses fiction and non-fiction mentored texts to instruct students in brainstorming ideas, organization, voice, word, choice, sentence fluency, and conventions. The program will incorporate a balance of guided reading and guided writing activities throughout its duration. Additionally, the instructor will build on prior knowledge, scaffold, and differentiate instruction when necessary.

Program 2: Reading Comprehension for English Language Learners
Mr. Canarte, the ENL Instructor, provides ENL instruction by utilizing the Push-In/Pull-Out model throughout the school day. The ENL instructor will coordinate with the content teacher to parallel teach curriculum concepts that need to be reinforced through small group instruction while implementing ENL methodologies for P.S 063’s after school program. The ENL instructor will use flexible groupings to target ENL students who are at risk, and students who would benefit from additional ENL service beyond classroom hours. The ENL instructor will enhance the reading and math curriculum by teaching our ENL population specific reading and math skills using mentor texts, which are books designed to meet a variety of curriculum needs from reading fluency, vocabulary and phonemic development, reading comprehension, and decoding. The primary focus of the after-school program is to accelerate language acquisition by developing academic language through the content areas of ELA and Mathematics.
## Part B: Direct Instruction Supplemental Program Information

### Program 3: Saturday ELA Test Preparation for English Language Learners
- **4th grade Transitioning/Expanding ELLs**
  - 14.2% = 1 on ELA
  - 21.4% = 2 on ELA
- **5th grade Transitioning/Expanding ELLs**
  - 29.1% = 1 on ELA
  - 37.5% = 2 on ELA

English Language Learners, participate in Saturday ELA test preparation. Our data shows that many of our current 4th and 5th grade ENL students, scored 1 or 2 on the ELA exam in the previous year. Our goal is to prepare this group of students for the ELA exam. An area of focus is academic language in reading passages and short and extended responses for the ELA exam.

### Schedule and Duration:
**Program 1: Reading and Writing Intervention for English Language Learners**
- September 17, 2018 - June 12, 2019
- Monday/Tuesday/Wednesday
- 7:15 A.M. - 8:00 A.M.
- # of Instructional Sessions: 95

**Program 2: Reading Comprehension for English Language Learners**
- September 26, 2018 - June 13, 2019
- Wednesday/Thursday
- 2:30 p.m. - 3:30 p.m.
- # of Instructional Sessions: 63

**Program 3: Saturday ELA & Math Test Preparation for English Language Learners**
- January 19, 2019 - April 20, 2019
- Saturday
- 9:00 a.m. - 12:00 p.m.
- # of Instructional Sessions: 13

### Language of Instruction/# and types of certified teachers
**Program 1: Writing for English Language Learners**
Part B: Direct Instruction Supplemental Program Information

English
1 Certified ENL Teacher

Program 2: Reading Comprehension for English Language Learners
English
1 Certified ENL Teacher

Program 3: Saturday ELA & Math Test Preparation for English Language Learners
English
2 Certified teachers Common Branch/ ENL

Types of materials
Program 1: Reading and Writing Intervention for English Language Learners
Trait Crate Plus by Scholastic: The program uses fiction and non-fiction mentor texts to instruct students in brainstorming ideas, organization, voice, word, choice, sentence fluency, and conventions. The program will incorporate a balance of guided reading and guided writing activities throughout its duration. Additionally, the instructor will build on prior knowledge, scaffold, and differentiate instruction. There are six mentor texts per grade. An emphasis on narrative, informational, and opinion, to help address higher standards.

Program 2: Reading Comprehension for English Language Learners
In addition to mentor texts, supplemental materials will include Continentals “Step by Step Language Skills” and “Words their Way” for newcomer ENL students to build phonological awareness.

Program 3: Saturday Program
NY READY (ELA and Math) by Curriculum Associates
Workbooks reflect content and format of standardized tests with targeted support to, identify learning gaps with pre-test and post-test and standards-based skill-specific lessons.

Sign-in attendance will be kept for each program and student assessments will be monitored throughout the duration of each program. This will be kept on file in the the Title III Binder. Student assessments and data will be available to the classroom teachers for monitoring and planning for their ENL students.

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: _____

Rationale:
Professional development support will be offered to Title III Program teachers during the 2018-2019 school year. The focus will be on writing approaches for ELLs, multimodal literacy, and interventions for ELLs of varying proficiency levels and SIFE students. Additionally, teachers will continue to be supported by the Literacy coaches during Monday professional development.
Part C: Professional Development

Attendance and agendas for all professional development will be kept on file in the school's Title III, LEP Binder.

Teachers to receive training:
Title III teachers

Schedule and duration:
- Professional Development 1:
  Bank Street College: 2018 Language Series
  Multiple Pathways to Learning in the Age of Accountability
  Saturday, October 27, 2018

- Professional Development 2:
  Changing Pathways for ELLS
  Monday, October 15, 2018

Topics to be covered:
- Writing supports for English Language Learners (Interactive writing, Double entry journal writing)
- Multimodal literacy
- Academic Language in Math

Name of provider:
Bank Street College
UFT Teacher Center

Part D: Parental Engagement Activities

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

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

Begin description here: ______

Rationale:
The three planned workshops for parents of English Language Learners are intended to address needs across grades K-5. The first workshop, “Developing Language and Literacy at Home” will target our Kindergarten ELLs. We found that Kindergarten students who were administered the NYSITELL and/or Spanish LAB have scored low in the speaking modality. We want to address this need by informing parents of activities and strategies they can use at home to increase oral language development and fluency of their child. Additionally, parents will be educated on the importance of language and literacy exposure at home and how it connects to their academic growth. The second workshop will be “Enhancing Language with Technology”. We want to inform ELL parents of more meaningful ways to use technology at home to support their child academically. Our focus will be on sharing educational websites and applications that target language development. We will help parents navigate these websites and
Part D: Parental Engagement Activities

applications, so they can help their child use them. The third workshop is, “Supporting English Language Learners Beyond Elementary school”. This workshop will be facilitated as parents begin to complete middle school applications. We will provide parents with useful information about the transition from elementary school to middle school for their English Language Learners. We want parents to understand the middle school transition process and understand the resources and supports available to them as English Language Learners. Parents will be better informed to ensure a successful middle school experience for their child. Parents will be invited to attend via school flier, as noted on the school calendar, and through a phone message. Records of the meeting will be maintained by the facilitators. Translation during the workshops will be made available to parents upon request.

Schedule and duration:
September/November/January
2:30 P.M. (Workshop 1 and 2)
8:30 A.M. (Workshop 3)

Topics to be covered:

Name of Provider:
Mr. Piantini – Parent Coordinator
Ms. Suarez- ENL Teacher
Mr. Canarte- ENL Teacher

How parents will be notified of these activities:
Parents will be notified of the workshops via school letter, school calendar, phone blast, and school flyer.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>• Per session</td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
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</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Travel</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>NA</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>Authors' Academy</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinaldo Diaz-Lens</td>
<td>Phyllis Berkofsky</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>Lindsay Colon</td>
<td>Eunice Lindenberg</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Alejandro Suarez</td>
<td>Janet Torres</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Math Coach</td>
</tr>
<tr>
<td>Eunice Lindenberg</td>
<td>Ana Dejesus</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>ESL Teacher</td>
</tr>
<tr>
<td>Wes Townsend</td>
<td>Mario Piantini</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Anika Mussenden</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Leticia Rosario-Rodriguez</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

2018-19 CEP
### Part II: ELL Demographics

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Grade</th>
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</table>

Check all that apply:

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):
- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):
- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>N/A</td>
<td>N/A</td>
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</table>

### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Upon admission, the Home Language Identification Survey (HLIS) and informal interview are administered to determine a students' eligibility for the New York State Identification Test for English Language Learners (NYSITELL). Additionally, the students' literacy skills are assessed using the Fountas and Pinnell Benchmark Assessment System. The reading assessment evaluates student reading behaviors, fluency, and comprehension for independent and instructional reading levels. Spanish speaking students are assessed using El Sol and Evaluacion del Desarrollo de la Lectura (EDL). El Sol assesses the literacy development of newcomers including alphabet, sight-word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. Evaluacion del Desarrollo de la Lectura (EDL) identifies the students' skills in reading engagement, oral reading fluency, and comprehension. The Math assessment used is an end of year assessment from the child's previous grade. Furthermore, i-Ready Diagnostic assessments are used throughout the school.
year to identify students' reading and math sub-skill levels. The ongoing monitoring shows where students are in achieving end-of-year targets. The data collected in these assessments provides us with valuable information that is shared with the students' classroom and ENL teacher.

2. What structures do you have in place to support this effort?
Assessments are administered during the admission process and throughout the school year as ENL students are admitted. Two ENL teachers are available to administer the New York State Identification Test for English Language Learners (NYSITELL), Spanish-LAB, Fountas & Pinnell Benchmark Assessment and Evaluacion del Desarrollo de la Lectura (EDL). The classroom teachers administer the assessments throughout the school year. ENL personnel provide translation and interpretation services, when needed.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The following assessments are used to monitor student understanding of content: NYC Benchmark Assessments (Fall and Spring), In-house generated performance tasks, Fountas and Pinnell Benchmark Assessment System, i-Ready Reading/Math assessments, In house generated assessments, MOSL, and NYSESLAT. These assessments are used to gather data for all of our students, including English Language Learners and Special Education students.

4. What structures do you have in place to address interventions once the summative data has been gathered?
There is careful analysis of formative and summative assessments, which include the New York State English as a Second Language Achievement Test (NYSESLAT), NYS ELA test, Fountas and Pinnell Running Records, MOSL assessments, PBA's, end of unit assessments, NYS Math test, NYC Periodic Assessments, and performance based assessments. In addition, referrals from the classroom and ENL teacher are reviewed to determine if an Academic Intervention Service is needed. The classroom teacher, Enrichment Specialist, or ENL teacher may utilize a Guided Reading program, One on one conferencing, Word Work, Interactive Reading and Writing, Shared Reading, Phonemic/Phonics, Decoding, Fluency, or Vocabulary work. If there is minimal progress made at this time, additional support services will be provided in the morning program or after school program by an ENL teacher. The Wilson Reading program will be used for ENL students in the upper grades and Fundations will be used for the lower grades.

5. How does your school use 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.] Student assessments such as; New York State ELA test, Fountas and Pinnell Running Records, MOSL assessments, end of unit assessments, New York State Math test, NYSESLAT proficiency levels, performance based assessments, work samples, and teacher reports for students who are not meeting ELA and Math instructional benchmarks are carefully reviewed. For ELA, students will receive direct instruction by the classroom teacher, ENL teacher, and Enrichment Specialist in the form of Guided Reading, One-on-One conferencing, Word Work, Interactive Reading and Writing, Shared Reading, Phonemic/Phonics, Decoding, Fluency, Vocabulary work, i-Ready adaptive technology, or Imagine Learning English. For Math RTI, direct instruction will also be provided by the classroom teacher, academic intervention teacher, and ENL teacher. They will use strategy lessons, One-on-One Conferencing, and i-Ready adaptive technology. Additionally, Speaking, Listening, Reading, and Writing modalities are within the interventions for both content areas. Fundations and the Fountas and Pinnell Leveled Literacy Intervention program are also used as interventions for our English Language Learners. Fundations helps our ENL students with sequenced skills, (phonological awareness, decoding, vocabulary) speaking, and listening skills throughout the lessons. The Leveled Literacy Intervention (LLI) focuses on accuracy, fluency, and comprehension in a small group setting. LLI also targets student writing. This has been an area many of our ELLs of varying proficiency levels struggle with. The 2017 NYSESLAT results, show that 17% of our English Language Learners in K-5 scored low in the writing modality. A portion of the Stand-alone instructional time for Emerging and Transitioning students will be dedicated to guided writing instruction. The focus is on specific writing skills needed by each student, in order to expand comprehension of specific text read in the classroom. Under the RTI model, after approximately 6 weeks of strong Tier 1 instruction and a second Fountas and Pinnell Running Record Assessment, the RTI coordinator along with the teachers will use the data to determine which students are making adequate progress and which students are candidates for Tier 2 intervention. After 6 weeks, if those students in Tier 2 are making adequate progress, a decision is made either to continue them in Tier 2 intervention, or remove them from Tier 2 services. If
progress is not happening, the RTI Teacher will change the research based program being used and/or intensify the RTI instruction to Tier 3. For our ENL students, factors such as the student’s years of service in the ENL program, English and home language literacy, and testing data, are factored in when determining appropriate next steps. Specifically, academic intervention Math support will be given to tier 3 students through small group instruction by the math support teacher and math coach. If Tier 3 instruction is unsuccessful, and all other measures exhausted (changing of program, hours of intensive instruction), we will determine with the parents and school implementation team whether an evaluation for special education services may be warranted.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

NYSELAT, ELA, and Math data are used to evaluate and inform our ELL program. Pearson envision 2.0 End of Unit Math Test will also be used to assess progress and student understanding of content. Additionally, NYC benchmark assessments (Fall and Spring), in-house generated performance tasks, and I-Ready assessments are all data sources used to inform the curriculum mapping for our ELL program. The data generated from the EDAT (ELL Data Analysis Tool) is used to filter specific subgroups of our ELL population who are at risk of being long-term ELLs and in need of RTI intervention services. For example, 12.8% of our ELL population are at risk in level 5 or greater. Furthermore, the numbers of ELLs in years of service five or six make up 10.4% of our ELL population. The EDAT informs our ELL program by identifying specific subgroups of our ELL population who are at risk of being long-term ELLs, which then allows us to design effective targeted instruction concentrating on the area in need and focus toward the achievement of language proficiency.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The structures set in place to disseminate these findings is during Circular 6 (common teacher planning), grade-wide conferences, weekly meetings with academic literacy coaches, and in-house professional development.

---

**Part IV: ELL Programming**

**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.
      
      Our students receive the required units of study according to their English Proficiency Level. We have self-contained classes where teachers will provide the Stand-Alone ENL and the Integrated ENL to their classroom students. If an ENL student is not in a self-contained ENL classroom, the ENL teacher will push-in to the classroom to provide the Integrated ENL services alongside the classroom teacher. The Stand-Alone ENL is provided through pull-out services. The teachers in the self-contained ENL classrooms follow the Lucy Calkins Unit of Study curriculum for ELA and the Pearson EnVision 2.0 for Math. Students receive core content area and English language development instruction in the comprehensive literacy curriculum as well as the Math curriculum where teachers will differentiate using ENL strategies to support various proficiency levels.

   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)?

   Our Entering and Emerging ELLs receive 360 instructional minutes per week. Transitioning and Expanding ELLs receive 180 minutes, while our Commanding (former) ELLs receive 90 instructional minutes per week. Second and Third grade ELLs receive the mandated instructional minutes via an ENL self-contained setting. Stand-Alone ENL and Integrated ENL will depend on the proficiency level of the student. Entering students receive 1 unit of Stand-Alone ENL and 1 unit of Integrated ENL/ELA. Emerging students receive 1 unit of Integrated ENL and .5 unit of Stand-Alone or additional Integrated ENL/ELA. Transitioning students receive .5 of Integrated ENL/ELA and .5 of Stand-Alone ENL or additional Stand-Alone ENL. Expanding students receive 1 unit of integrated ENL/ELA. Students who are at the Commanding proficiency level receive .5 of Integrated ENL in ELA or another Core Content area. We use Lucy Calkins Unit of Study Common Core aligned curriculum. Self-contained ENL teachers and general education teachers use scaffolds within the curriculum to make content accessible to ELLs of varying proficiencies. The ENL provider aligns small group instruction based on the theme and content of the Lucy Calkins Units. This allows for the small group to revisit the content covered in the classroom. The curriculum lends itself to help students make connections and use prior knowledge to build content knowledge. All of the ENL self-contained teachers hold ESOL certification. During the 2017-2018 school year, an additional ENL teacher was hired to help provide our students with ENL instructional minutes.

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.

   P.S. 63 has a content based English as a New Language program. Language instruction is embedded in English Language Arts, Math, Science, and Social Studies using ENL instructional strategies, such as explicit vocabulary instruction, sentence starters, graphic organizers, KWL charts, realia, manipulatives, word walls, and differentiation to provide entry points for various proficiency levels. Students receive Integrated ENL and Stand-alone ENL instruction depending on the language proficiency level of the student. Additionally, there is use of the home language as a support to enrich comprehension and make content accessible. We continue to focus on academic language in the content areas as well as embed a language objective within lessons to support language acquisition. Entering, Emerging, and transitioning students continue to receive stand-alone language instruction. This provides the students with smaller group instruction and an opportunity to revisit content material that is covered in the classroom.

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

   The program offered by P.S. 63 is English as a New Language. The Spanish-Lab, EL Sol, and Fountas & Pinnell Benchmark Assessment/Evaluacion del Desarrollo de la Lectura (EDL) are administered upon admission for newly identified ENL students whose home language is Spanish to assess the proficiency in their L1. Newcomer/Entering ELLs in grades 3-5 are able to take the New York State Math State test in their native language, if it is available.

5. 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

   A. SIFE

   In order to appropriately serve Students with Inconsistent/Interrupted Formal Education (SIFE), several assessment tools are used that help provide instructional support needed when working with these students. These include the SIFE Oral Interview Questionnaire and Guidance Document to collect information about a student's family and home background, educational history, and literacy practices. The Multilingual Literacy SIFE Screener (MLS), also helps determine the literacy levels of SIFE in the home language to design appropriate placement and instruction, and The Writing Screener, which identifies basic writing skills. Additionally, a plan of action is decided upon to help the SIFE student work towards grade level standards. SIFE students
will be supported through small group work via the Integrated/Stand-alone model. The focus with our SIFE students is to introduce letters and sounds, so they may have a starting point in the classroom. The Imagine Learning software, assists in providing SIFE students with the visuals and repetition they need when introduced to the new language, letters, and sounds. Every effort is made to have SIFE students attend morning program and Extended Day to receive additional support in their learning.

B. Newcomer
Formal and informal assessments are used to evaluate Newcomer/Entering students. These assessments include the New York State Identification Test (NYSITELL), Spanish-Lab, Fountas & Pinnell Benchmark Assessment, Evaluacion del Desarrollo de la Lectura (EDL), Math, and ELA baseline assessments. This program assesses the literacy development of newcomers, including alphabet, sight word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. Newcomer/Entering students receive 360 minutes per week of ENL instructional time. This includes Integrated and Stand-Alone instruction. During the Stand-alone time, an ENL teacher will work with Newcomer students in small cooperative groups focusing on English language development in the Speaking, Listening, Reading, and Writing strands. Small group instruction is aligned to the grade specific unit study in ELA and Math.

C. Developing
Our students in this subgroup, are beginning to show more independence in their academic language skills, but still require content specific vocabulary instruction along with strategies they can use when working independently in reading and writing. Reading strategies are used with this subgroup and include monitoring, self-correcting, re-reading to clarify meaning, problem-solving new words, retelling, and summarizing. Our students benefit from contextual and visual cues to aid in comprehension. When working on writing, these students

D. Long Term
The 2017 NYSESLAT, revealed that two of our students are Long-Term ELLs and three additional students were identified at-risk. Additionally, two of the five students are Special Education students. To prevent the at-risk students from becoming long-term ELLs and to support those that are Long-term ELLs we look at student assessment data to identify gaps where interventions are needed. Our focus with this subgroup is mainly in the reading and writing modalities. There is a focus on academic language, because the students are struggling with language functions and sentence structure. Another area of focus with these students is grammar usage and mechanics to improve clarity and further enhance their writing.

E. Former
Our Former ELLs continue to receive ENL instruction for two additional years after testing Commanding on the NYSESLAT. We have found that our former ELLs, also require additional support in the writing modality. For this reason, the focus when working with Former ELLs is guided writing in the revision and editing stages of the writing process.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers of ELL-SWDs use various strategies to scaffold academic content and vocabulary. We have ELLs with IEPs that benefit from the use of visuals embedded throughout the lesson, TPR, clear concrete language. The use of graphic organizers along with oral directions that have a visual back-up are also used. Students also benefit from personalized word walls, anchor charts highlighting tiered vocabulary for the unit of study, and the use of manipulatives during instruction. In addition, students will work with partners and/or small groups during a lesson.

7. 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?
Currently, we do not have Special Education ELLs with Flexible scheduling. We adhere to chapter 408 and all teachers and service providers understand the IEP goals of the Special Education ELL students they work with. In addition, collaborative planning time is scheduled for teachers across grades K-5. This planning time with the Literacy/Math coaches provides Special Education teachers an opportunity to focus on curriculum planning with the needs of their students in mind.
8. 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.

For ELA, students will receive direct instruction by the classroom teacher, ENL teacher, and Enrichment Specialist in the form of Guided Reading, One-on-One conferencing, Word Work, Interactive Reading and Writing, Shared Reading, Phonemic/Phonics, Decoding, Fluency, Vocabulary work, i-Ready adaptive technology, or Imagine Learning English. For Math RTI, direct instruction will also be provided by the classroom teacher, academic intervention teacher, and ENL teacher. They will use strategy lessons, One-on-One Conferencing, and i-Ready adaptive technology. Additionally, Speaking, Listening, Reading, and Writing modalities are within the interventions for both content areas. Fundations and the Fountas and Pinnell Leveled Literacy Intervention program are also used as interventions for our English language Learners. Fundations helps our ENL students with sequenced skills, (phonological awareness, decoding, vocabulary) speaking, and listening skills throughout the lessons. The Leveled Literacy Intervention (LLI) focuses on accuracy, fluency, and comprehension in a small group setting. LLI also targets student writing. This has been an area many of our ELLs of varying proficiency levels struggle with. The 2017 NYSESLAT results, show that 17% of our English Language Learners in K-5 scored low in the writing modality. A portion of the Stand-alone instructional time for Emerging and Transitioning students will be dedicated to guided writing instruction. The focus is on specific writing skills needed by each student, in order to expand comprehension of specific text read in the classroom. Under the RTI model, after approximately 6 weeks of strong Tier 1 instruction and a second Fountas and Pinnell Running Record Assessment, the RTI coordinator along with the teachers will use the data to determine which students are making adequate progress and which students are candidates for Tier 2 intervention. After 6 weeks, if those students in Tier 2 are making adequate progress, a decision is made either to continue them in Tier 2 intervention, or remove them from Tier 2 services. If progress is not happening, the RTI Teacher will change the research based program being used and/or intensify the RTI instruction to Tier 3. For our ENL students, factors such as the student’s years of service in the ENL program, English and home language literacy, and testing data, are factored in when determining appropriate next steps. Specifically, academic intervention Math support will be given to tier 3 students through small group instruction by the math support teacher and math coach. If Tier 3 instruction is unsuccessful, and all other measures exhausted (changing of program, hours of intensive instruction), we will determine with the parents and school implementation team whether an evaluation for special education services may be warranted.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

N/A

10. If you had a bilingual program, what was the reason you closed it?

Currently there are no programs or services to be discontinued. We find that our Freestanding English as a New Language program in place is supporting instruction for our English Language Learners.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

English as a New Language students, are afforded equal access to all school programs. Morning, After-school, and Saturday programs are open to our English as a New Language students. ELLs are invited to attend a morning program designed to address language proficiency stalls. The instruction will target the modality where students scored lowest on the 2018 NYSESLAT.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our English as a New Language program uses a variety of methods to address the needs of English Language Learners. Students of all language proficiencies use visual aids, hands on tools, technology (i-Ready, EnVision 2.0 online tools) small math groups, and modeling the thought process for students (think aloud). Students have access to laptops and smart boards to aid in reading, writing, and language development. Students also use the Imagine Learning English program throughout grades K-5 to support their language development. ENL students use this program for a minimum of 60 minutes per week. The placement
test in the Imagine Learning English program determines the starting point and focus for each student in vocabulary instruction, oral language development, and reading comprehension. I-Ready (ELA) and EnVision 2.0 (Math) adaptive technology give students additional opportunities to apply reading and math strategies they learn as they go through the various reading passages and math problems. These programs allow for progress monitoring which supports the teacher in planning for classroom instruction.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
We continue to see a high number of Spanish speakers throughout the grades. Our Spanish speakers are assessed when they are admitted using the Spanish-LAB and Evaluacion del Desarrollo de la Lectura (EDL). We continue to see an increase in the number of Arabic students across the grades. We are able to provide some Spanish-English materials and some Arabic-English materials for our students to use. This may be in the form of books, dictionaries, and/or visual aids.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The required services and resources used, are selected with student’s needs in mind. Instructional materials purchased are useful for various ages and proficiency levels. For example, the Imagine Learning English software program adapts to the student. A Newcomer ELL is able to use the program and receive native language support if necessary. An Expanding ELL benefits from reading comprehension activities that focus on inferencing and thinking beyond the text. School personnel providing services to ENL students are informed of the student’s language proficiency level and language history. The ENL teachers maintain an open line of communication with classroom teachers and service providers to ensure that student needs are addressed.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
N/A

16. 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).
We aim to provide a welcoming environment for our newly enrolled ELLs. Two Parent ENL Orientations (September/November) are held for newly identified English Language Learners during the school year. Parents are also invited to Curriculum Night in the beginning of the year and are provided with information and resources on ways to help their children meet grade specific standards and Citywide Instructional Expectations.

17. What language electives are offered to ELLs?
There are currently no language electives offered to students at our elementary school.

18. For schools with dual language programs:
   a. 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.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
N/A

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 and non-pedagogic staff.) 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?
Prior to the start of the 2018-2019 school year, NYSESLAT, NYS ELA and Math data are collected and analyzed to highlight student achievement, identify areas of focus, and assess teaching practices to make informed decisions about instruction. Instructional coaches will create a professional development calendar for all ELL personnel to include best practices for ENL students. These workshops include, differentiated instruction for ELLs, research based strategies, use of ELL resources such as the ELL Data Analysis Tool, academic language development in the classroom, using students' background knowledge to inform instruction, and meeting the needs of ELLs of all language proficiency levels in a classroom. In addition, administrators conduct cycles of observation, instructional rounds or learning walks around the instructional goals, in order to provide targeted feedback to improve or enhance teaching practices. All teachers of ELLs will be provided with in/out of school professional development on ENL strategies to support ELLs in mastering the Common Core Learning Standards.

2. 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.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development. Teachers also receive feedback on their practice from peers, coaches and administration.

All teachers are provided with the designated 15% of total hours of ELL professional development during the designated Monday professional development time. This is facilitated by UFT Teacher Center Coach. One such workshop was, "Creating Pathways for ELLs: Finding Ways to Challenge and Support our Students", which addressed NYS language proficiency levels, research based strategies, stages of language acquisition, and creating a supportive environment for all ELLs. ENL teachers meet the 50% of total hours through attendance at District 9 Liaison monthly meetings, annual NYSABE conference, and NYC DOE AIS Professional Services K-5 workshops attended to support ENL students eligible for RTI. Administrators will conduct cycles of observation, instructional rounds or learning walks around the instructional goals, in order to provide targeted feedback to all teachers working with ENL students to improve or enhance teaching practices. Our instructional goals continue to focus on providing multiple access points to support student engagement in rigorous tasks, so that all learners, including English language learners (ELLs), have opportunities to be highly engaged and to demonstrate critical and analytical thinking.

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?

Parents are invited to curriculum night in the beginning of the year to discuss academic goals, and provide them with ways parents can help their children meet the rigorous demands of the curriculum, grade-specific standards, and Citywide Instructional Expectations. Parent orientations are held on an individual basis for parents of newly identified ELLs to introduce and discuss the ENL program model. During these parent orientation meetings, parents are provided with information on the various language programs available to them in NYC. We discuss our ENL program currently in place. Quarterly meetings are then arranged during parent-teacher conference days with parents of ELLs to discuss language development progress and language proficiency assessment results. Parents are also informed of the Tuesday meeting time to discuss their child’s language development and whether they are meeting classroom expectations. Teachers maintain an open line of communication with parents of ELLs throughout the year. Parents are welcomed to reach out to their child’s teacher at any point in time by phone, note, or email. Translation/Interpretation is provided for parent’s preferred language. Records of parent meetings and phone calls are kept via a sign-in sheet or written log. Copies of parent letters and sign-in sheets are filed by the ENL teacher.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Title 1 and Title 111 Funding allows for a range of activities to be hosted by the school specifically for the parent of ELLs. Parents are invited to participate in an adult ESL class held Tuesday-Thursday 9:00AM-11AM during the school year. Parents
are also invited to educational field trips in the NYC area, such as a trip to the Statue of Liberty, to foster growth and understanding of United States history. Parents of ELLs have attended Arts & Crafts Workshop, Healthy Living (Zumba and Yoga class), Jiu-Jitsu AntiBullying workshop, Books and Breakfast event at Morrisania Library. Parents are also provided with helpful resources in the PTA, Parent Coordinator room, and Book room. Computers, informational pamphlets for neighborhood resources, and books to use at home with their children are available and used by ELL parents. The Parent Coordinator, PTA, and ENL team will continue to foster a collaboration to further support parents of ELLs.

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.

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Reinaldo Diaz-lens, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinaldo Diaz-Lens</td>
<td>Principal</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Chris Lothian</td>
<td>Assistant Principal</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Mario Piantini</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Britney Simmons</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Ana DeJesus</td>
<td>Parent</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Tracie Abrigo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/9/15</td>
</tr>
<tr>
<td>Brenda Santiago</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Eunice Lindenberg</td>
<td>Coach</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Lindsay Greene</td>
<td>Coach</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Janet Torres</td>
<td>School Counselor</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Leticia Rosario-Rodriguez</td>
<td>Superintendent</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Sabrina Cruz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Wes Townsend</td>
<td>Other ESL</td>
<td></td>
<td>10/18/17</td>
</tr>
<tr>
<td>Jean Canarte</td>
<td>Other ESL</td>
<td></td>
<td>10/18/18</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean</td>
<td>Canarte</td>
<td>ENL Teacher</td>
<td>YES (2018)</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

P.S. 63, Authors' Academy, uses various data sources are used to assess and capture language preferences of the parent community at our school. These languages include Arabic, Bambara, French, Fulani, Italian, Mandinka, Mossi, Soninke, and Spanish. We use various surveys and school reports to gather information about parents' written and oral language preferences, in order to provide ample opportunities for our parent community to be involved in their child's education. The Home Language Survey (HLIS) issued upon student registration informs us of the language(s) spoken in the home and the parents’ preferred language for written and oral communication. The parents preferred language of written and oral communication is also entered on the Emergency Contact Card during registration. Additionally, The Parent's Preferred Language Report (RCPL), Home Language Aggregate Report (RHLA), RESI, RLAT, RFSF, RPOB, RADL, RMNR, and the Home Language School Data Summary (RSDS) provide additional data helpful in identifying needs for communicating with parents.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.35</td>
<td>2</td>
<td>0.35</td>
</tr>
<tr>
<td>Fulani</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.18</td>
</tr>
<tr>
<td>Mandinka (Mandingo)</td>
<td>1</td>
<td>0.18</td>
<td>1</td>
<td>0.18</td>
</tr>
<tr>
<td>Mossi (AKA More)</td>
<td>1</td>
<td>0.18</td>
<td>1</td>
<td>0.18</td>
</tr>
<tr>
<td>English</td>
<td>429</td>
<td>75.8</td>
<td>430</td>
<td>75.97</td>
</tr>
<tr>
<td>Spanish</td>
<td>133</td>
<td>23.5</td>
<td>131</td>
<td>23.14</td>
</tr>
</tbody>
</table>

Data as of 10/10/2018

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Letter to Parents/Guardians</td>
<td>September 7</td>
<td>The following documents are available in English, Spanish, Arabic, French, and 5 other languages.</td>
</tr>
<tr>
<td>Parents Bill of Rights</td>
<td>October 3</td>
<td></td>
</tr>
<tr>
<td>School attendance policy and procedures to follow when students are absent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are provided with the Parents' Bill of Rights and are informed of their right to translation and interpretation services in their home language. Common letters to parents have been translated to Spanish with the assistance of school personnel, such as the administrative team, school secretaries, parent coordinator, bilingual teachers. Furthermore, templates from the translation and Interpretation Unit have been used to communicate with families who speak languages other than English or Spanish. These documents include, health forms, school attendance policy, Parent/Teacher conference letters, and additional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td></td>
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<tr>
<td>April 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Teacher Conferences, ENL Parent Conferences</td>
<td>2 times per year</td>
<td>School staff members are active in providing interpretation during face-to-face meetings with parents. The Principal, one Assistant Principal, Literacy Coach, ENL teachers, and a number of other teachers and service providers are fluent in Spanish. Furthermore, interpreters are hired for our Arabic speaking families during Parent/Teacher conferences.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>once per year</td>
<td></td>
</tr>
<tr>
<td>Progress Report Parent Meeting</td>
<td>4 times per year</td>
<td></td>
</tr>
<tr>
<td>English as New Language Parent/Teacher Conference</td>
<td>once per year</td>
<td></td>
</tr>
<tr>
<td>IEP Meetings on Thursdays</td>
<td>on-going</td>
<td>School staff will help with interpretation for IEP meetings. The IEP team will use over-the-phone interpreter services when needed.</td>
</tr>
<tr>
<td>SBST Meeting (at risk students, parents, intervention team)</td>
<td>weekly</td>
<td></td>
</tr>
<tr>
<td>Tuesday Parent Engagement Session</td>
<td>monthly</td>
<td>The Parent Coordinator serves as a Spanish interpreter during parent workshops.</td>
</tr>
<tr>
<td>Second Cup of Coffee with Principal</td>
<td>monthly</td>
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<tr>
<td>Parent Workshops</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

The school automated phone system will be used to communicate urgent messages to all families. Language Line is a readily easy accessible tool that will also be used by assigned school staff personnel to reach parents that cannot communicate in English in the event of a school emergency.

RED folder outside classroom with folders with preferred languages; with language line; robocall; scheduler; pupil path; non-highlighted parents - have an assign person to call those parents

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The Language Access Coordinator along with the Parent Coordinator inform school staff of Chancellor’s Regulation A-663 and resources such as Phone Interpretation available in multiple languages to parents. Additionally, blast emails are sent to staff members with links to Translation and Interpretation Language Access Resources. Mailboxes are also used to hand out language access resources, and other information that is useful. On-Site workshops PD’s.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

At the point of entry to the school there is a multilingual Welcome poster alerting parents of their right to have a translator/interpreter in the language of their choice when communicating with the school. The Parents' Bill of Rights and Parents' Guide to Language Access are distributed in the beginning of the school year. There is additional notification on Curriculum Night and Parent/Teacher conferences. The automated phone system is also used to disseminate this information to ensure that a language barrier does not deter a parent from participating in their child's education.
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The mechanisms that we use to gather feedback from parents and guardians are as follows: The School Leadership Team (SLT), provides families with surveys to measure the effectiveness of how we are supporting families in meeting their translation needs. We also use the surveys that parents complete at the end of the school year to assess our progress towards meeting the needs of our families. The principal has also interviewed parents to evaluate the effectiveness of how the translation provider is meeting their needs.