



**[THE SCHOOL OF DISCOVERY AND EXPLORATION]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (20K503)**

**ADDRESS: 330 59<sup>TH</sup> STREET BROOKLYN NY 11220**

**TELEPHONE: 718-439-5962**

**FAX: 718-439-0948**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 20K503      **SCHOOL NAME:** The School of Discovery and Exploration

**SCHOOL ADDRESS:** 330 59<sup>th</sup> street Brooklyn N.Y. 11220

**SCHOOL TELEPHONE:** 717-439-5962      **FAX:** 718-439-0948

**SCHOOL CONTACT PERSON:** Bernadette Fitzgerald      **EMAIL ADDRESS:** Bfitzge2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Noel Garcia

**PRINCIPAL:** Bernadette Fitzgerald

**UFT CHAPTER LEADER:** Lorraine Cogliando

**PARENTS' ASSOCIATION PRESIDENT:** Gloria Gonzalez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** 102

**NETWORK LEADER:** Joe Cassidy

**SUPERINTENDENT:** Karina Costantino

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Bernadette Fitzgerald	*Principal or Designee	
Lorraine Cogliando	*UFT Chapter Chairperson or Designee	
Gloria Gonzalez	*PA/PTA President or Designated Co-President	
Pilar Perez-Yepes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tilcia Sola	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephanie Ericksen	Member/teacher	
Elizabeth Forrero	Member/teacher	
Cathy Bajraktarevic	Member/teacher	
Diane Haslacher	Member/teacher	
Qi Dan Lei	Member/para	
Juana Acevedo	Member/parent	
Noel Garcia	Member/parent	
Kimberly Rivera	Member/parent	
Joel Fernandez	Member/parent	
Saida Soto	Member/parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.



## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS 503, The School for Exploration and Discovery, is entering its fifth year. In a short period of time PS 503 has experienced a great deal of success. It has become a model for shared leadership, data driven and standards based instruction, differentiation and community building. The school has hosted visiting educators from the city, state, country and world.

Shared leadership is an essential element of PS 503's core beliefs. All members of our school view themselves as leaders and participants in the decision making process. Content specific leadership roles have been created across the grades to allow staff members to bring their expertise and passion to their colleagues. 16 members of our school participate in Teacher's College (TC) leadership and study groups. In addition, our school is the lab site for many TC leadership and study groups.

Our teacher evaluation system, Option A, allows staff to create professional goals and develop mini-inquiry projects for the school year. School specific rubrics in reading, writing, math, science, Physical Education, Art and Movement have been created to ensure that classroom instruction is aligned with New York state standards for instruction. In addition, 503 has helped develop and continues to evaluate DYO periodic assessments in reading and math. The school relies on this data to focus on student progress and to create school wide goals to improve instruction. As a result, our school has experienced great growth in ELA. 68% of our students achieved at least one year's progress. More importantly nearly 90% the school's lowest one third made at least one year's progress.

Four years ago, PS 503 implemented the Teacher's College Reading and Writing Program. This program allows us to differentiate instruction for all our students whose needs are addressed through one-on-one conferencing, guided reading and small group strategy groups. Children receive instruction based on their zone of proximal development – which enables them to achieve optimal learning.

Our staff and students have embraced a sense of community, within the classroom, the school, and the Sunset Park neighborhood. We utilize Tribes, a social curriculum geared to encourage positive behaviors, allow students to self reflect, and to create a common language throughout the school. Family Fun Nights (5X a year), Parents as Learning Partners, Parenting Journey Academy, publishing parties and school-wide celebrations bring families into our school and allow them to be true partners in their children's learning. Our federally funded Magnet grant provides children with hands-on experiential learning regarding the urban environment and ecology. In addition, through Magnet we host grade level workshops for parents where science concepts are explored through experimentation. While we are a young school, we have established a collaborative climate and culture of learning in our school that permeates throughout all members of our community- students, families, and staff.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1									
<b>Student Stability: % of Enrollment</b>					<b>(As of June 30)</b>	2007-08	2008-09	2009-10	
Grade 2									
Grade 3									
Grade 4									
Grade 5									
<b>Poverty Rate: % of Enrollment</b>					<b>(As of October 31)</b>	2007-08	2008-09	2009-10	
Grade 6									
Grade 7									
Grade 8									
Grade 9									
<b>Students in Temporary Housing: Total Number</b>					<b>(As of June 30)</b>	2007-08	2008-09	2009-10	
Grade 10									
Grade 11									
Grade 12									
Ungraded									
<b>Recent Immigrants: Total Number</b>					<b>(As of October 31)</b>	2007-08	2008-09	2009-10	
Total									
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes					Principal Suspensions				
Number all others					Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>					<b>Special High School Programs: Total Number</b>				
(BESIS Survey)					(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>					

DEMOGRAPHICS							
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>				
Differentiated Accountability Phase (Check <input checked="" type="checkbox"/> )	Category (Check <input checked="" type="checkbox"/> )			
	Basic	Focused	Comprehensive	
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				
<b>Individual Subject/Area</b>	<b>Elementary/Middle Level ( <input checked="" type="checkbox"/> )</b>		<b>Secondary Level ( <input checked="" type="checkbox"/> )</b>	
	ELA:		ELA:	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Outcomes</b>	Math:	Math:					
	Science:	Grad. Rate:					
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>		<b>Secondary Level</b>				
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>Student Groups</b>							
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							
<b>Key: AYP Status</b>							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>							
<i>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></i>							

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2008-09</b>	<b>Quality Review Results – 2008-09</b>
<b>Overall Letter Grade</b>	<b>Overall Evaluation:</b>
<b>Overall Score</b>	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Several accomplishments come to mind when one thinks of PS 503. We have a unified curriculum in ELA, which is supported by Teacher's College. Staff developers from TC work in our school with teachers 24 days of the school year, and our teachers attend at least 40 workshops offered at TC throughout the year. In addition, sixteen of our teachers are involved in TC leadership and specialty groups.

We provide daily support to our staff with our three in-house coaches. These coaches: in Literacy, ESL, and Math plan together to ensure that everyone is teaching the same curriculum and using a shared language. We have grade level leaders for ELA and Math. These leaders work with their grades to push the level of rigorous instruction in each of our classes. Finally, we have created a structure that allows for co-teaching to happen in each of our classrooms for at least 50% of the day. These teachers have common planning time with their grades to ensure continuity in instruction.

Another way we are supporting literacy is through our federally funded Magnet Grant, which allows teachers to integrate Science into reading and writing. Our three science teachers use the FOSS Science program to provide two periods a week of hands-on constructivist curriculum. Simultaneously, classroom teachers are utilizing one period per week to teach an ELA based science lesson using non-fiction read-alouds and vocabulary development. In addition, we have a number of art residencies that enrich our students' literacy, science and math skills.

Administration is extremely involved in, and supportive of, professional development. Weekly inquiry periods are used for analyzing student reading and writing against standards based rubrics and TC assessments.

According to the 2008-09 Quality Review, "The principal promotes a strong vision for the future of the school in a spirit of collaboration among staff, students, and parents. There is a nurturing, caring, and respectful environment, where students enjoy their learning. The school analyzes a wide range of data and uses it to meet the needs of students." Formal and informal assessments are used to set goals and to create individual and small group instruction in reading, writing and math. These assessments also inform our after-school intervention programs.

However, there are five areas that we have identified for improvement in the 2010-11 school year. These areas were chosen after close analysis of the Quality Review, School Progress Report, The Learning Environmental Survey, and Statewide test results. We plan to create a systematized data

program to assist in the analysis of student performance; to increase the number of parents participating in classroom, grade level and school wide events; to insure that all teachers have the opportunity to engage in inquiry that uses data to target instruction; to add a number of after school enrichment cycles to give students an outlet for self-expression and creativity; and finally, to increase the number of opportunities for teachers and parents to have a meaningful role in setting goals and making important decisions for the school.

One trend that we noticed is that our students are performing much better on the 3<sup>rd</sup> and 5<sup>th</sup> grade ELA tests than they do on the 4<sup>th</sup> grade test. In fact, the percentage of students getting 3s and 4s grows by 2% from 3<sup>rd</sup> to 5<sup>th</sup> grade. The cause for the drop in 4<sup>th</sup> grade scores is due to the writing portion of the ELA. This confirms a similar trend that we have identified from the NYSESLAT data. 66% of our long term ESL students are held back from graduating out of ESL because of writing.

We are addressing this issue in several ways. Our entire ESL staff (16 teachers) provide push-in to all classes during the ELA block. Secondly, we have held a series of meetings for parents of struggling students on expectations for their children. This included a section on writing stamina and volume. Finally, we have modified our writing calendar for the year. We are extending several of our units so that students have an opportunity to practice particular genres repeated times.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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Based on the findings and implications from the comprehensive needs assessment, PS 503 has identified 5 goals for the 2010-11 school year.

By June 2011, PS 503 will have a systematized data system used school wide. By June 2011, 100% of classroom teachers will be able to input and analyze data. By June 2011, small group instruction, based on data, will occur in every class in Math, ELA and ESL.

By June 2011, PS 503 will have increased the number of after school enrichment cycles by four to include five cycles. There will be 150 students in each cycle, servicing over 700 students by the end of June 2011. These after-school clubs will give students an outlet for self-expression and creativity.

By June 2011, PS 503 will have increased the number of opportunities for teachers and parents to have a meaningful role in setting goals and making important decisions for the school.

By June 2011, PS 503 will ensure that all teachers have the opportunity to engage in inquiry that uses data to target instruction.

By June 2011, PS 503 will increase the number of parents participating in school wide events by 10%. Parents will participate in celebrations, workshops and meetings.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, PS 503 will have a systemized data system used school wide. By June 2011, 100% of classroom teachers will be able to input and analyze data. By June 2011, small group instruction, based on data, will occur in every class in Math, ELA and ESL.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Hire a part-time data specialist to compile, organize, and analyze current data (September)</li> <li>▪ Specialist to provide analysis on subgroups to administration to understand school-wide trends</li> <li>▪ Provide trainings to teachers on inputting Math and ELA interim assessment data into TC Pro and school based data collection system</li> <li>▪ Provide trainings for using data to make recommendations for teaching implications based on trends in the data</li> <li>▪ Send Assistant Principal to TC trainings on analysis of TC Pro data (Sept, Oct, Jan)</li> <li>▪ Establish 4 assessment periods for data collection. Each assessment period corresponds with PD around curriculum planning and differentiated instruction.</li> <li>▪ Math Coach will continue to participate in “DYO Design Team” to help create a 2nd grade computation assessment that will support the current DYO math assessments used in grades 3-5.</li> <li>▪ Use data from TC Pro and DYO math assessments to form small instructional groups to participate in extended day instruction</li> <li>▪ Use informal data to form small instructional groups to participate in targeted group work</li> <li>▪ Provide each classroom with a computer so that staff can regularly input data and print results for analysis (November)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Hire a part-time tech coordinator to assist teachers with data questions and to maintain hardware for classrooms</li> <li>▪ Create an inquiry period for teachers to meet weekly with co-teaching team, coaches and administration to review student progress and create targeted instruction plans</li> <li>▪ Install school wide server to house local school network accessible to all teaches.</li> <li>▪ Place a high output printer on each grade.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ TL Fair Student Funding to purchase data specialist.</li> <li>▪ TL Fair Student Funding to purchase part-time tech coordinator</li> <li>▪ Use Title I SWP to purchase TC days with the TC assessment pro staff developer.</li> <li>▪ Math an Literacy Coach funded with Contract for Excellence money</li> <li>▪ Fund the server, desktops and printers with our RESO-A grant money.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Use of differentiation in instruction will be monitored by administrators through formal and informal observations and tracked via school database.</li> <li>▪ School wide due dates set for the input of information.</li> <li>▪ The Assistant Principal and Data Specialist will monitor systematic input of data.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of parents participating in school wide events will increase by 10%. Parents will participate in celebrations, workshops, and meetings.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ In-depth Parent Reporting Tools will be sent home 3X a year to inform parents of their child’s progress in all subject areas and to provide them with samples of student work.</li> <li>▪ Workshops explaining these tools, will be held 2X a year</li> <li>▪ Identify class parents for each class to serve as liaisons and to keep parents informed of class/school-wide events</li> <li>▪ Create a parent handbook translated into Spanish and Chinese</li> <li>▪ Hire a Chinese parent liaison to reach out to Chinese parents and to increase involvement in our school</li> <li>▪ Increase by 3, the number of events organized by the PTA</li> <li>▪ Family Fun night will continue in its present form (5x/year)</li> <li>▪ Parenting Journey will be offered to parents three times a year by the school social worker and guidance counselor in Spanish, Chinese, Arabic and English.</li> <li>▪ Curriculum conferences will be held at the beginning of the year to inform families of the grade specific curriculum.</li> <li>▪ Meet your next year teacher will take place in June 2011. • Translators will be available at all school functions.</li> <li>▪ Parent coordinator will provide outreach, resource referral and organize instructional workshops.</li> <li>▪ Translators will be available at the beginning and end of the school day to help answer questions families might have.</li> <li>▪ Magnet Resource Specialist to conduct parent workshops in Science 10 times during the year (for each grade, each semester)</li> <li>▪ Magnet Resource Specialist to conduct parent workshops on school-related issues such as Serving as a Trip Chaperone, Lateness’s, Absences, Homework, Testing and Health and Nutrition</li> <li>▪ School to host monthly “Coffee with the Principal” get togethers for parents</li> <li>▪ Monthly Health Plus workshops arranged through the Parent Coordinator</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ 1% of Title I SWP for parent involvement.</li> <li>▪ TL Parent Coordinator.</li> <li>▪ TL Fair Student Funding Incremental used to pay per-session for parent coordinator.</li> <li>▪ TL Parent Coordinator OTPS for supplies Universal Pre-K Magnet Money to pay Magnet Coordinator salaries, and purchase materials for parent workshops.</li> <li>▪ Title I ARRA SWP for parent involvement</li> <li>▪ TL Fair Student Funding to pay for school aides to help translate for parents before and after school</li> <li>▪ Title I SWP to pay for 20% of one school aides salary to do outreach to our families</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Parent Feedback on surveys will increase by 5% in the area of knowing what your child is studying in school.</li> <li>▪ The number of Parent Related school-wide events will increase by 10.</li> <li>▪ Parental attendance in classroom and school wide events will increase by 10%.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of after school enrichment cycles by four to include five cycles. 150 students in each cycle, servicing over 700 students by the end of June 2011. These after-school clubs will give students an outlet for self-expression and creativity..</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Create five week club cycles (10 classes per cycles) meeting two times a week</li> <li>▪ Clubs run 3 and half hours a week.</li> <li>▪ Schedule Club cycles prior to start of school year.</li> <li>▪ Teachers submit proposal for clubs based on Magnet Theme of Ecology and the Urban Environment (Urban games, athletics, art, music, cooking, etc.)</li> <li>▪ Each cycle will have a unique focus</li> <li>▪ Proposals reviewed by administration.</li> <li>▪ Students select from menu of options</li> <li>▪ Students and parents provide feedback through school created survey</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>▪ TL Fair student Funding for administration, teacher and clerical per-session.</li> <li>▪ Magnet Money for teacher per-session and materials.</li> <li>▪ TL Fair Student Funding for supplies.</li> <li>▪ Title I SWP to pay for 20% of one school aides salary to do outreach to our families</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Compare 2009-2010 numbers of student participants with 2010-11 numbers</li> <li>▪ Increase of 5% in the LES of parents reporting that their students have access to enrichment opportunities</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure that all teachers have the opportunity to engage in inquiry that uses data to target instruction</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Hire a data specialist to help us create a data collection system</li> <li>▪ Use our data collection system to inform teachers of student progress</li> <li>▪ Hire a statistician to help us drill down the data and understand what it is telling us about student performance</li> <li>▪ Create a prep schedule that allows grade levels to come together for collaboration.</li> <li>▪ Create a weekly inquiry period that allows all teachers to come together in teams</li> <li>▪ Use one of our extended periods for all teachers to conduct inquiry work that uses data to target instruction</li> <li>▪ Create protocols and agendas for these meetings</li> <li>▪ Record the inquiry work happening in an online tracking system</li> <li>▪ An administrator will be assigned to each inquiry group to participate in, and keep track of, work being done.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>▪ TL Fair student Funding to pay the salaries for additional cluster positions to cover classroom teachers for the inquiry period.</li> <li>▪ Title IIA to pay for some of the additional cluster positions</li> <li>▪ TL Fair student Funding to pay for our data consultants</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Teachers will track the work they are doing during inquiry by maintaining electronic logs documenting the work they are doing.</li> <li>▪ Administration also maintains log through weekly minutes typed during meetings.</li> <li>▪ Reading/Math levels of students targeted during Inquiry work is monitored throughout each cycle.</li> <li>▪ Students will have at least one year's growth in both reading and math performance as identified by the TC assessment pro, DY0, parent reporting tools, ELA and Math tests.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of opportunities for teachers and parents to have a meaningful role in setting goals and making important decisions for the school.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Create grade level literacy, social studies and math leaders</li> <li>▪ 100% of teachers will facilitate a workshop that they feel fills a void or offers a solution to a need or problem.</li> <li>▪ Increase the number of teachers on our SLT by 2.</li> <li>▪ Increase the number of parents on our SLT by 2</li> <li>▪ Provide opportunities for our families to attend professional development days at TC</li> <li>▪ Create class parents for each class to serve as liaisons between teachers and parents</li> <li>▪ Increase the number of teachers attending leadership groups through TC and MiTC by 10%</li> <li>▪ Increase the number of teachers attending coaching groups through TC by 50%</li> <li>▪ Build Network opportunities through Network ESL and Special Education Forums</li> <li>▪ Allow teachers to set goals through weekly inquiry sessions with administration</li> <li>▪ Grade levels plan units of study in literacy and math by using student data to inform upcoming</li> <li>▪ As a triad, teachers will select their own Inquiry Topics based on need and interest.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>▪ TL Fair student Funding to pay for professional development for teachers and parents.</li> <li>▪ TL Fair student Funding to pay additional salaries for cluster teachers.</li> <li>▪ Title I SWP 1 percent parent involvement.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Parent feedback on the LES will increase by 5% in the area of “opportunities to have a meaningful role in setting goals...”</li> <li>▪ Teacher feedback on the LES will increase by 5% in the area of “opportunities to have a meaningful role in setting goals....”</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	60	34	N/A	N/A	0	5	2	0
1	60	31	N/A	N/A	0	1	1	0
2	65	25	N/A	N/A	1	4	1	0
3	86	10	N/A	N/A	1	2	2	2
4	54	21	14	30	0	2	34	0
5	65	14	14	10	0	4	27	4
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Full Push-in model</p> <ul style="list-style-type: none"> <li>• Offer Extended Day groups 100 minutes per week (8:00-8:50 Tues/Thurs) to 390 children using 7:1 student teacher ratio. Provide targeted instruction through Guided and Shared Reading; Interactive Reading and Writing; Word Work; Lexia; 1:1 conferencing</li> <li>• 16 co-teachers (ESL/AIS) assigned to two classes each to provide small group instruction 3 periods per day per class during literacy block.</li> <li>• 3 cycles of six-week Saturday Academy targeting Level 2 readers for 18 hours. 120 children served per cycle in ratios of 5:1.</li> <li>• 8 lunch periods per week, targeting Level 1 and Level 2 third and fourth graders for 50 minutes 2X a week; 30 children</li> <li>• All staff participate in 2 Inquiry Periods per week to look at student data to determine small group and individual instruction during the ELA block</li> <li>• Each literacy block provides small group targeted instruction provided through strategy groups (3-4 children); guided reading (3-4 groups);</li> <li>• Alignment of curriculum and assessments for students and staff</li> <li>• All Co-teachers are assigned to one grade level as a support person</li> <li>• Alignment of prep periods</li> <li>• More opportunities for collaboration - in one classroom and cross-grade</li> <li>• More consistent/set schedules</li> <li>• Co-teachers plan lessons with classroom teachers</li> <li>• Co-teachers and classroom teachers work to scaffold the curriculum to meet the needs of the students with whom they work</li> <li>• All staff work with a literacy coach</li> <li>• All staff participate in TC professional development offerings</li> <li>• Classroom teachers and co-teachers work together to create lessons and to work with small and individual student groups</li> </ul>

<p><b>Mathematics:</b></p>	<p><b>Full Push-in model</b></p> <ul style="list-style-type: none"> <li>• Alignment of curriculum and assessments for students and staff</li> <li>• 3 ½ Math Co-teachers are assigned to grades 3-5 and service 18 classes one period per day</li> <li>• Co-teachers provide targeted small group instruction using a variety of teaching methods for groups of children (5-10) every day</li> <li>• 134 children provided targeted, small group instruction, for 100 minutes each week during Extended Day using such interventions as Sketch Pad and Marilyn Burnes</li> <li>• AIS co-teachers model best practices during daily intervention periods</li> <li>• 3 ½ Co-teachers plan lessons during weekly co-planning time with classroom teachers</li> <li>• Alignment of prep periods</li> <li>• More opportunities for collaboration - in one classroom and cross-grade</li> <li>• More consistent/set schedules</li> <li>• AIS/ESL teachers work to scaffold the curriculum to meet the needs of the students with whom they work</li> <li>• All AIS/ESL staff work and plan with 1 full time and 1 part time math coach</li> <li>• All AIS/ESL teachers have significantly reduced case loads and student numbers (3-5 classes) - hiring of additional teachers</li> <li>• Classroom teachers and AIS/ESL staff work together to create lessons and to work with small and individual student groups</li> </ul>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>• Constructivist based Science FOSS curriculum delivered in small groups (7:1 student teacher ratio) to 28 children 100 minutes per week during Extended Day</li> <li>• SETTs intervention teacher provides targeted small group instruction in six science classes per week using FOSS unit skills checklists</li> <li>• Science curriculum aligned with NYS Standards and NYC Performance Standards and developed within a context of the urban environment with regard to the ecological implications of the development of urban environments implemented during the regular school day, extended day (37.5 min. program) and during after school programs</li> <li>• Science teachers plan and co-teach science in grades 1, 3 and 4.</li> </ul>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>• 7 periods per week (lunch time) of integrated Social Studies/Arts curriculum provided to 40 students from the 4<sup>th</sup> and 5<sup>th</sup> grade. (40 students)</li> <li>• Balanced Social studies curriculum used in small group setting and 1-on-1 conferencing during the regular school day, extended day (37.5 min program), and during enrichment periods</li> <li>• Social studies curriculum aligned with NYS Standards and NYC Performance Standards and developed within a context of the urban environment with regard to the development and sustainability of the urban environment implemented during the regular school day, extended</li> </ul>

	day (37.5 min. program) and during after school programs.
<b>At-risk Services Provided by the Guidance Counselor:</b>	At-risk counseling services to improve social skills; peer interactions; study habits; anger management; and family dynamics
<b>At-risk Services Provided by the School Psychologist:</b>	At risk counseling services to improve social skills, peer interactions, work study habits, attention skills, and increase positive and appropriate behaviors in the classroom
<b>At-risk Services Provided by the Social Worker:</b>	At risk counseling services to aid in the social functioning at school and at home
<b>At-risk Health-related Services:</b>	At-risk dental, medical, and psychological health services provided by Lutheran Medical office on the premises.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>      Number of Students to be Served: 104 LEP \_\_\_\_\_ Non-LEP

Number of Teachers 16      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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### **Part 1: High Quality Instructional Title III Program – After-school Clubs**

The Clubs Program developed by PS 503 will target our ELL students on a rotating basis who are performing just below grade level in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. After analyzing running records, we have discovered that these students are not where they should be because they have not mastered the skills of inference, word attack, context, and fluency. These are also the students who consistently score 2 on the ELA tests. Our goal is to provide these students with intensive language instruction and hands on experiences to move them forward so that they score 3s on the ELA test and also rise to advanced and proficient on the NYSESLAT. Most importantly, we hope and anticipate that these students will be reading at levels, which are more appropriate to their grade level.

Each of the 3 clubs will meet 4 afternoons a week from 3:10 – 4:00. Approximately 12 students will be in each club with one ESL teacher and a general education teacher. The clubs will run from January 11 – May 22nd. As the students achieve reading levels on grade level they will graduate out and other students will be invited to attend the program. Using this rotating model we will target approximately 65 students.

Teachers will use a balance literacy approach with the workshop model structure. PS 503's ESL coach and Literacy coach will oversee the six clubs. These coaches will review student work with the teachers and analyze reading record data. The coaches will also observe teachers, assist with lesson planning (when needed), and will order materials. Success of the program will be determined through the analysis of running records, ELA and NYSESLAT and reviewing the reading levels of each child.

### **High Quality Instructional Title III Program – Saturday School**

Data from the NYSESLAT has shown that our students fail to pass the writing portion of the test. As a result, they do not reach the Proficiency Level and continue to be classified as ESL students. Our Saturday program will focus on these students. The program will run for two six-week cycles. Students will receive three hours of instruction from highly qualified ESL and General Education teachers. The teachers will spend an additional hour each week planning with the students' classroom teachers to design consistent targeted instruction. The program will be two pronged. The students will spend their time divided between reading and writing instruction. An hour and a half will center on reading and an hour and a half will focus on writing. The teachers will use the workshop model of teaching with the teaching point focusing on writing skills specific to the NYSESLAT writing requirements.

The first six-week cycle will run from January 29, 2011 through March 12, 2011. The second cycle will run from March 26, 2011 through May 7, 2011. Approximately 120 students will be serviced in this program.

Success of the program will be determined by weekly analysis of student reading levels and running records, as well as scores from the ELA and NYSESLAT tests this spring.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**High Quality Professional Development**

All of the teachers involved in the ESL Clubs program have participated in staff development offered at PS 503.

The focus of this professional development has been reading and language development. For instance, strategies for decoding, word recognition, fluency, inference, and prediction and prior knowledge were provided for students reading at a range of levels. Teachers looked at the particulars of those levels and analyzed the roadblocks hindering children from moving forward.

All staff members will participate in cycles with Teachers College Staff developers. Each cycle (3x a year) is 8 hours. Staff developers model lessons for teachers and demonstrate small group instruction. This staff attends 2 calendar days each year at Teacher’s College. Finally, we have a full time ESL and literacy coach at PS 503 who meets weekly with each of our staff to assist with planning, evaluating student work, and direct instruction. In addition, teachers will be given one hour of planning time per week to discuss students and prepare lessons for the units.

**Description of Parent and Community Participation Activity**

The second way that we will spend our Title III money is on parent workshops and meetings held throughout the school year. The principal has a weekly coffee hour with parents to discuss school issues and upcoming events and to field any questions that parents have. The content specific workshops focus on informing parents about the curriculum and giving them ideas on how they can help their child at home. Parents receive progress reports three times a year know as parent reporting tools. These tools inform the parents of their child’s performance and give activities for their child to do at home.

**Section III. Title III Budget**

School: 20K503 BEDS Code: 332000010503

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	<b>31,115.00</b>	<b>\$49.39 X 1.5(hours) X 6 (teachers) X 70 days</b>
- Per session	<b>23,707.00</b>	<b>\$49.39 X 4 (hours) X 10 (teachers) X 12 days</b>
-		

	\$2,516.00	\$49.39 X 3 (hour) X 1 (ESL coach) X 17 weeks
	\$2,516.00	\$49.39 X 3 (hour) X 1 (ESL coach) X 17 weeks
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Additional curricula, instructional materials.	3,446.00	High interest leveled books Cost of printing and copying parent reporting tools
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>63,300.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

P.S. 503's written translation and oral interpretation needs are assessed using data that is collected from the following sources: the Home Language Identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Teacher Association meetings and during parent workshops. ESL teachers and other school faculty analyze this information and determine which school documents, addresses and announcements must be translated.

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

Based upon the data collection and analysis described in the section above, and in consideration of school demographics, P.S. 503 has found that school documents, addresses, and announcements must be translated or interpreted into the following languages (in order of dominance): Spanish, Chinese and Arabic. The ESL teachers reported these findings to classroom teachers at the beginning of the school year in relation to their class population. Additionally, the Parent Coordinator and school administrators are made aware of P.S. 503's linguistic diversity in order to make the appropriate accommodations for communicating with students' families.

#### **Part B: Strategies and Activities**

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

P.S. 503 provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school- staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff translates progress reports, at-risk forms, field trip notices, and any other documents that are sent home to students' families. Additionally, school staff look to the department of education website to retrieve common forms and applications that have been translated by New York City's Office of English Language Learners into various languages. The individual translation needs of each class are recorded and filed allowing for the correct number of translated documents to be created and delivered to each of the classrooms.

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

P.S. school staff and parent volunteers meet 503's oral interpretation service needs. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher Conferences, curriculum conferences, coffee with the principal, IEP meetings, and during meetings for children who are at-risk of meeting promotional criteria. An electronic translation system is used to ensure simultaneous translation occurs and that families are actively participating in the presentation.

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

All of the aforementioned items will allow the school to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	884,987.00	134,876.00	1,019,863.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,849.00	1,348.00	10,197.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,356.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	87,288.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

- I. P.S. 503, in compliance with the Title I/PCEN mandates, have implemented a parent involvement policy strengthening the link between the school and the community. Copies of this policy were given out in September 2010 at the school's first PTA meeting. Copies are also available through the school's parent coordinator. P.S. 503's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the P.S. 503 Parent Involvement Policy, the PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, P.S. 503 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**School-Parent Compact - Attach a copy of the school's Parent  
SCHOOL - PARENT COMPACT  
SCHOOL P.S. 503  
The School of Discovery and Exploration**

The school and parents working cooperatively to provide for the successful education of the children agree:

**The School Agrees**

P.S. 503 will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. Parent Teacher Conferences will be held twice annually: the week of November 9, 2009 and March 15, 2010. Additionally, Curriculum Nights will provide greater opportunities for parent training and for compact evaluation.
2. The school will provide progress reports on individual children's performances as follows: report cards three times a year, parent reporting tools an additional three times a year in the major academic areas of literacy and mathematics, continuous assessment of homework, monthly writing celebrations, etc.
3. All staff is consistently available to consult with and be consulted by parents. Appointments requested by parents and/or by teachers will be established and consultations conducted on an "as need" basis.
4. Parents are the Educational Partners at P.S. 503. Information, training and decision-making opportunities are high priority goals. Parents are informed of school programs and services and particularly their child's curriculum and performance standards. Parents are offered learning opportunities on a yearlong basis through workshops, Curriculum conferences, monthly PTA meetings, monthly Parents as Learning Partners initiatives and four times a year at our family fun nights. Additionally, parents are invited to observe the teaching/learning classrooms, monthly reading and writing publishing celebrations.

### **The Parent/Guardian Agrees**

We as parents will support our children's learning in the following ways:

Making education a priority in our home by:

Making sure my child is on time and prepared everyday for school

Monitoring attendance

Talking with my child about his/her activities every day

Scheduling daily homework time

Providing an environment conducive for study

Making sure that homework is completed

Monitoring the amount of television my children watch

Volunteering in my child's classroom

Participating, as appropriate, in decisions relating to my children's education

Participating in school activities on a regular basis

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

Reading together with my child everyday

Providing my child with a library card

Communicating positive values and character traits, such as respect, hard work and responsibility

Respecting the culture differences of others

Helping my child accept consequences for negative behavior ·  
Being aware of and following the rules and regulations of the school and district ·  
Supporting the school's discipline policy ·  
Express high expectations and offer praise and encouragement for achievement

Bernadette Fitzgerald, Principal

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**SEE PAGE12 AND 13**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**SEE PAGES 15 - 20**

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

**SEE PAGES 15 - 21**

**TEMPLATE - MAY 2010**

3. Instruction by highly qualified staff.

**SEE PAGES 19 and 20**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**SEE PAGES 19 and 20**

5. Strategies to attract high quality highly qualified teachers to high-need schools.

**School presentation at job fairs, recruitment at Universities held in high esteem, recruitment of student teachers, posting of positions thru the department of education.**

6. Strategies to increase parental involvement through means such as family literacy services.

**SEE PAGES 17 and 20**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**Even Start is currently housed in our school building, which enables us ongoing communication with families of preschool children.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**SEE PAGES 15 - 21**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**SEE PAGES 15 – 21 AND PAGES 28 AND 29**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Outreach by parent coordinator and PTA to community groups to assist in violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

## **Section II: “Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)**

### ***Explanation/Background:***

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

Consolidating funds in a School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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 School-wide 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.

Most, if not all, School-wide Program (SWP) schools in NYC are already 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 enables, a School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School-wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School-wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school-wide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School-wide Program, the amount each program contributes to the consolidated School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
--------------	----------------------------------------------	---------------------------------------------------------------	------------------------------------------	-----------------------------------------------------------------------------------------------------------------

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

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			884,987.00	✓	16, 18, 19, 21
Title I, Part A (ARRA)	Federal	✓			134,876.00	✓	18, 33, 34
Title II, Part A	Federal	✓			130,992.00	✓	20
Title III, Part A	Federal	✓			63,300.00	✓	29, 30
Title IV	Federal	✓			N/A	✓	
IDEA	Federal	✓			256,626.00	✓	
Tax Levy	Local	✓			5,337,024.00	✓	15 - 21

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

**SEE PAGES 15 – 21 AND PAGES 28 AND 29**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

**SEE PAGES 15 – 21**

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- **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.
  - **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
  - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

**SEE PAGES 15 – 21 AND PAGES 28 AND 29**

4. Coordinate with and support the regular educational program;

**SEE PAGES 15 – 21 AND PAGES 28 AND 29**

5. Provide instruction by highly qualified teachers;

**SEE PAGES 19 AND 20**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

**SEE PAGES 15, 19, AND 20**

7. Provide strategies to increase parental involvement; and

**SEE PAGES 17 AND 20**

8. Coordinate and integrate Federal, State and local services and programs.

**SEE PAGES 15 – 21 AND PAGES 28 AND 29**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for **providing high-quality professional** development.

Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>



## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

### **Three**

2. Please describe the services you are planning to provide to the STH population.

**All of our students in temporary housing receive at risk counseling with our school guidance counselor and their families meet with our school social worker. All of these students receive metro cards to commute to school.**

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	PS 503: The School of Discovery						
<b>District:</b>	20	<b>DBN:</b>	20K50	<b>School</b>		332000010503	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	18	17	18		94.8	95.2	95.3
Kindergarten	118	141	156				
Grade 1	143	129	148	<b>Student Stability - % of Enrollment:</b>			
Grade 2	131	149	138	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	135	134	154		92.2	93.0	90.7
Grade 4	129	139	134				
Grade 5	132	130	137	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	0	0	0		87.5	97.9	94.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		8	47	91
Grade 12	0	0	0				
Ungraded	0	5	6	<b>Recent Immigrants - Total Number:</b>			
Total	806	844	891	<i>(As of October 31)</i>	2007-	2008-	2009-
					23	18	45
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	10	23	Principal Suspensions	16	5	0
# in Collaborative Team Teaching (CTT)	61	69	79	Superintendent Suspensions	0	2	2
Number all others	38	37	49				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	16	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	336	416	TBD	Number of Teachers	70	80	82
# ELLs with IEPs	5	57	TBD	Number of Administrators and Other Professionals	11	13	8
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	4	3	13

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	98.8	97.4
				% more than 2 years teaching in this school	0.0	55.0	59.8
				% more than 5 years teaching anywhere	41.4	38.8	50.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		84.0	81.0	87.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers			
Black or African American	1.4	0.8	0.9				
Hispanic or Latino	79.9	75.9	76.5				
Asian or Native Hawaiian/Other Pacific	15.5	19.9	19.9				
White	3.2	3.3	2.7				
<b>Male</b>	49.8	51.7	52.1				
<b>Female</b>	50.2	48.3	47.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	45.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 102</b>	District <b>20</b>	School Number <b>503</b>	School Name <b>The School for Disco</b>
Principal <b>Bernadette Fitzgerald</b>		Assistant Principal <b>Margery Cooper</b>	
Coach <b>Maria Della Ragione</b>		Coach <b>Beth Hickey</b>	
Teacher/Subject Area <b>Michelle Flemen-Tung/SETTS</b>		Guidance Counselor <b>Maria Garcia</b>	
Teacher/Subject Area <b>Nina Demos</b>		Parent <b>Gloria Gonzalez, PTA President</b>	
Teacher/Subject Area <b>Danielle Iacoviello</b>		Parent Coordinator <b>Tilcia Sola</b>	
Related Service Provider <b>Alice Chen</b>		Other <b>Allison Demas</b>	
Network Leader <b>Cassidy/Sheehan</b>		Other <b>Sonal Malpani/Lead 5<sup>th</sup> Grade</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>12</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>5</b>

### C. School Demographics

Total Number of Students in School	<b>887</b>	Total Number of ELLs	<b>460</b>	ELLs as Share of Total Student Population (%)	<b>51.86%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The steps that we follow for the initial identification of possible English Language Learners starts at registration. When a new student comes to register, the Home Language Identification survey is administered by the ESL coordinator, Maria Della Ragione, as well as a bilingual pedagogogue that speaks the family's native language. Maria Della Ragione is ESL certified. If Maria is not available then one of the other three ESL certified pedagogues that are trained for initial screenings are there for the registration. These pedagogues are: Alice Chen; Margaret Overbagh; and Emily Burrell. ESL pedagogues administer an oral interview in English and the bilingual pedagogogue administer it in the native language to assess exactly what language the child speaks, what they speak at home and their history according to the HLIS questions. At this point the ESL coordinator or teacher assesses whether or not the student qualifies for LAB-r testing. If the student is eligible, the LAB-r is administered within the first ten days that the student is enrolled. The student is given the LAB-r by the ESL certified pedagogogue that services that grade level. If the student qualifies as an ELL and their native language is Spanish, then the Spanish LAB is administered by a bilingual certified pedagogogue that is also ESL certified. ELL's are assessed annually with the NYSESLAT assessment. NYSESLAT is administered by all of our ESL certified staff, as well as other support staff that attend a NYSESLAT training by our ESL coordinator, Maria Della Ragione. The pedagogogue that administer our NYSESLAT are broken down as follows: ESL certified staff that administer the test are: Alice Chen; Katie D'Allessandro; Kimberly Berman; Maria Della Ragione; Julie McAleavey; Kaitlyn Davis; Yeleвна Z.; Emily Burrell; Rachel Hseih; Margaret Overbagh; Carlos Graupera. Special Education and support pedagogogue are also involved and trained to administer the NYSESLAT. This personnel is as follows: Michelle Flemen-Tung; Brooke Precil; Janice Manning; Claribel Santiago; Monique Gonzalez; Ericka Malloy; Meghan Husak. We follow the calendar of administration of the NYSESLAT from the DOE. Our ESL coordinator attends DOE seminars on NYSESLAT training and scoring as they are offered and turnkeys this information to staff. The writing portion of the NYSESLAT is scored by ESL certified teachers in pairs. The pairs cross check their scores and then trade their classes with a second pair to ensure scoring accuracy.

2. If a student is identified as an English Language Learner from the results of the LAB-R, a letter is sent to the parents to notify them of the test results and to invite them to a Parent Orientation meeting. Each parent that is also personally called to ensure that they understand the importance of understanding their options and re-confirm the time and location of the Parent Orientation meeting. The Parent Orientation Meeting is facilitated by our ESL Coordinator, Maria Della Ragione and our Assistant Principal, Margery Cooper. At the parent orientation meeting the three program choices, Transitional Bilingual Education, Dual Language, and Freestanding ESL, are explained to their parents. Translators, parent coordinators, and bilingual staff, Tilcia Sola, Lei, Qi Dan, and Sofa Mansour explain the options in their native language. Staff also helps the parents understand the DOE brochure. After they have talked about the choices, the parents watch the parent video in their native language. Parents are given the informational letter detailing the three choices and then are given the Program Selection form and the Parent Survey. The ESL Coordinator, Assistant Principal, both parent coordinators, and translators are on-hand to answer questions and assist parents in completing the survey. At this time a majority of the parents turn in their survey. If they take the form home, the parent coordinators follow up with the parent in two days to see if they can help to answer any further questions. We try to ensure that all surveys are collected within one week. If a parent is not able to attend this meeting, we re-schedule several follow-up meetings that may be an option for them to attend. If they are unable to attend the follow-up meeting, we schedule a one-on-one meeting with the parent and the parent coordinator. Our goal is to have parents complete the process one month after their child has registered.

3. The ESL Coordinator distributes the entitlement letters based on the results of the LAB-r. The coordinator prints and fills out the forms and then distributes these letters to the classroom to be sent home. Parent Surveys and Program Selection forms are cross-checked by the ESL coordinator after the Parent Orientation meetings. We continuously present the Parent Orientation Meetings until we have 100% attendance. If a parent is unable to attend one of the numerous Orientation meetings, we offer one-on-one meetings at their convenience to inform them of their options in New York City. ALL ELL forms are stored in a locked filing cabinet in the ESL coordinator's office. In this file cabinet we have a copy of the HLIS, the entitlement letters, and the Parent Selection Form for all new ELL's.

4. Our parents have consistently chosen the Freestanding ESL model of instruction, therefore we have hired sufficient ESL teachers to push-in to every classroom during the day to more than meet the mandated minutes. In this way we are honoring parent choice. Out of our 887 students, we have 460 identified ELL's in a push-in model of freestanding ESL. Therefore, when we are placing students in a class, we are first considering their language proficiency based on the NYSESLAT results. We evenly distribute beginners, intermediate and advanced students in the classrooms on a grade level. We do not cluster or track certain language abilities in a particular room on our belief that we need strong models of language in every room. We have a large number of bilingual staff. We have seven staff members that speak Chinese, one staff member that speaks Arabic, and 35 staff members that speak Spanish. All communication is sent

home in English and the parent's native language. We have a system in place that assigns translators per grade level so that each grade level has a designated Spanish, Chinese, and Arabic translator. We have 96 students in Kindergarten, 89 students in 1<sup>st</sup> grade, 82 students in 2<sup>nd</sup> grade, 85 students in 3<sup>rd</sup> grade, 63 students in 4<sup>th</sup> grade, and 45 students in 5<sup>th</sup> grade. Every parent activity or meeting is offered in their native language. Parents are notified of staff that is bilingual in their native language so that are aware of who they can use for translation.

5. The trend in our Parent Survey and Selection forms have overwhelming been for the Freestanding English as a Second Language program. 97% of our parents are choosing the ESL model. The ESL Coordinator keeps copies of all parent choice letters, the original is kept in the students cumulative folder. These copies are kept in a locked filing cabinet in the ESL Coordinator's office. Many of our parents do not speak English and feel strongly that they want their students in an English-only classroom because their perception is that the student will learn English more rapidly. Secondly, many parents talk to other parents in this close-knit community and telling them that our school offers ESL programs and consequently parents already come in with a notion of what is at the school and do not choose a different program because they have know what we offer or have another child in the school.

6. Our program aligns with parent choice according to the survey. For our own knowledge after looking at the data trends over the past few years, we are seeing our ELL population grow; therefore we are planning interschool visitations with schools with similar demographics that are implementing TBE and Dual Language programs. We plan to bring our Parent Coordinator, PTA representatives and parents on these visits so that they can see the various models in action to determine if these models are what our families want. These programs are something that we are investigating for possible implementation in future years if parents decide that they want to try these options. We believe that parent representation and knowledge through the visitations would be the key to understanding how they view the programs and if the programs would be something that our community would be open to.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	96	89	82	85	63	45								46
<b>Total</b>	96	89	82	85	63	45	0	0	0	0	0	0	0	46

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	460	Newcomers (ELLs receiving service 0-3 years)	393	Special Education	67
SIFE	3	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	393	3	59	67	0	8				4
<b>Total</b>	<b>393</b>	<b>3</b>	<b>59</b>	<b>67</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	77	57	58	60	48	25								325
Chinese	19	29	21	25	14	17								125
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	3	2	0	0	2								7
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	0	0	0	0	0	0								0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	0	0	0	0	1	1								2
<b>TOTAL</b>	<b>96</b>	<b>89</b>	<b>82</b>	<b>85</b>	<b>63</b>	<b>45</b>	<b>0</b>	<b>460</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. Instruction for our English Language Learners is done through a wide-scale push-in model on all grade levels. We have 17 co-teachers delivering instruction, mainly in the literacy block. This fall we hired more ESL certified teachers to deliver mandated minutes in Kindergarten through 3rd grade. One ESL certified co-teacher services two classrooms. This means that the one teacher splits their day, half with one class and half with the other class. In the 4th – 5th grade there is one certified ESL co-teacher assigned to co-teach with three classes. The teachers co-plan with the classroom teacher and deliver ESL instruction through co-teaching in the room mainly during the literacy block. ESL teachers also co-plan with the classroom teachers to help scaffold other areas of the day to make content comprehensible to the ELLs in that room. ESL teachers also model the ways to incorporate native language into all instruction, content support and materials to help expedite their transition into English. Students are divided into classrooms to ensure a balance of Beginner, Intermediate and Advanced students in each class.

2. We exceed our mandated minutes through our model of co-teaching push-in Kindergarten through 5th grade. With the above described model of servicing, we are able to service Kindergarten through 3rd grade students for a total of 145 minutes per day for a total of 725 minutes per week. This exceeds the mandated 360 minutes for beginner and intermediate students by 365 minutes per week. In 4th and 5th grade, ESL teachers are delivering 96 minutes of servicing per day for a total of 480 minutes per week. This exceeds the mandated 360 minutes for beginner and intermediate students by 120 minutes per week.

In addition, all beginner students are placed in a remediation class for 50 minutes two days per week, Tuesday and Thursday, with one of our 12 ESL teachers, for language development and support. This remediation involves language rich reading activities based on individual student need. Students are grouped according to data; groups are fluid and students are continuously reassessed and moved into different reading groups based on Fountas and Pinnell reading levels.

In addition, our ESL coach pushes in to coach and observe ESL staff offering best practices in instruction through modeling and servicing. This gives certain classrooms an additional 60 minutes of servicing a week.

3. The literacy block follows the Teachers College Reading and Writing project curriculum. ESL teachers push-in during the literacy block and co-teach the mini-lessons with the classroom teacher. Classrooms are supported with visual word walls and visual literacy, where primary documents such as photographs and artifacts are used to construct language knowledge. In our literacy block, instruction is delivered in English, with differentiation coming from co-teaching scaffolds that the ESL teacher incorporates in the mini-lesson (graphic organizers, intentional groupings, comprehensible input and output). The two teachers also plan on how to use native language support during the literacy block. When needed, bilingual support and materials are used during guided and independent practice.

The majority of our students are serviced during the literacy block. The other content areas when an ESL co-teacher is not in the room for, they cover by co-planning differentiation for those areas. In Math, we use TERC and Math In The City. These programs incorporate a great deal of language learning opportunities as students are explaining their thinking and reflect on their math work. ESL teachers have sets of materials that they are able to look at and plan differentiations and native language support that the classroom teacher can utilize as they anticipate things that may arise for ELL's during that instruction. Our Social Studies curriculum is based on urban ecology, where our students are able to conduct fieldwork in the community and plan community improvement projects that spiral from one year to the next. The units were planned with differentiation in mind and ESL scaffolds are written into the curriculum. Finally, our Science program is FOSS, where students are immersed in an in-depth, hands-on program that is differentiated through co-planning between the ESL coach and the Science teachers. Our Science teacher is bilingually licensed and able to support the curriculum and content through native language use. We have a Science lab, which offers time for hands-on experimentation. Reading and writing components are always included in the labs and are directly related to the labs for easier acquisition of words and understanding of content.

Through our Magnet grant that focuses on "Exploration and Discovery", our Social Studies and Science curriculum is experiential. In Social Studies, our students conduct research in the neighborhood. They draw, they interview community members, and take photos of the world around them. They then use these photos to develop vocabulary and concepts. Social Studies is a time where children are heterogeneously grouped and are responsible for creating group projects. Topical books are provided to children on their individual reading levels in both English and their native language.

We believe experiential learning is critical for all children, and especially ELLs. Through hands-on, visual learning, ELLs are exposed to materials and experiences that allow them to utilize a variety of modalities in both English and their native language.

4. Differentiation inside English Language Learner subgroups has been a smoother process for us because of the push-in model and co-planning with the classroom teacher. We have 3 SIFE students. The ESL teacher uses a variety of differentiation practices in the classroom as well as communicates with the classroom teacher about the special needs that may arise from the interruption of education. Together they plan language and content development and address the social and emotional needs of students. The ESL teacher also sees this SIFE student in a separate remediation time where they are able to support them with individualized issues that they have seen in the class. We have implemented a newcomer program that further helps to support SIFE students as well as newcomers. This program meets for 50 minutes per day with ESL certified teachers. The ESL teachers provides extra remediation as well as language based activities to support SIFE.

As we have stated earlier, we have implemented a newcomer program/protocol to help ease the transition for children, teachers, and parents. We support our 393 students that fall in the less than three year categories through small group instruction in the literacy block and co-planning with the classroom teacher to implement scaffolds that help these students in the content areas. We support their preparation for the ELA test through the literacy block. Students at ELA test grade levels practice the skills that they will see on the ELA and understand the process of taking a test (bubbling etc.). Students are instructed at their level, so our plan looks like small group instruction that is targeted to the needs of the students. We have also implemented a newcomer program at the 4th and 5th grade level. These students meet daily with ESL certified teachers for 50 minutes at the end of the day. They work in small groups targeted at their language and educational needs.

Our 67 ELL's that have been serviced between 4 to 6 years pose different issues to the ESL and classroom teacher. Their needs are addressed through co-planning, where the ESL teacher is helping the classroom teacher differentiate and understand their growth and needs as they are transitioning out of ESL. They are also monitoring if the student seems to stagnate and they look at interventions to try to move them through that stage. Again, the theme at P.S. 503 is collaboration. We collaborate through co-planning between all support people and the classroom teacher on how to support these students.

We do not have any students at this time that are long term ELL's, having completed 6 years.

ELL's with special needs number 67. ESL teachers and special education teachers meet through co-planning with the classroom teacher. ESL teachers are aware and have a copy of the Individualized Education Plan and are able to communicate with the special education teacher on how to best support the IEP as well as ESL issues. ESL teachers plan and deliver instruction in conjunction with Special Education Teacher Support Services push-in teachers (SETTS) at their grade level. An ESL is represented on the PPT (Pupil Personnel Team) once a week where students with IEP's, as well as at-risk students, are brought up and the team is able to address needs, differentiations, and interventions. ESL teachers record and call in their information through the IVR process on all of their ESL students that have an IEP.

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Students are assessed formally and informally on a regular basis in both ELA and Math. Individualized intervention plans are designed for students performing below grade level. All of the following intervention services are provided in English with native language support (through a bilingual teacher or paraprofessional) as necessary. An additional block of targeted instruction two times a week for fifty minutes throughout the school year. During this time, students work in small groups with a teacher-student ratio that does not exceed 1:7. Teachers prepare instruction after formally assessing students and focus on all components of balanced literacy. Student progress is recorded through conference notes, small group observation sheets, checklists, and formal interim assessment tools. Another intervention is the Saturday Program, a six week program that provides additional targeted instruction for three hours on Saturdays. During this time, students work in small groups with a teacher-student ratio that does not exceed 1:6. An additional intervention is a formalized system for collaborating with colleagues. If a teacher is unsure of a program for a particular student, the teacher can turn to a predetermined set of colleagues on his/her grade level. These teachers meet weekly to reflect on student progress and revise intervention plans. During these weekly planning meetings, instructional leaders are present to offer support. If, after all of the previous aforementioned interventions have been applied and a student's academic needs more closely align with a different grade-level, students are then invited to join a classroom on that grade-level for academic instruction (in line with the new policies regarding flexible grouping for at-risk and special education students).

### ELA Specific Interventions

There is a unique intervention service offered to fourth and fifth grade emergent speakers, readers, and writers. These students receive an additional block (40 - 50 minutes in duration) of balanced literacy and language instruction taught by highly qualified ESL teachers each day until the student has become a transitional reader, as assessed through running records.

### Math Specific Interventions

Because students receive math instruction in English with native language support, we make sure to support students who are taking the State Math test in their native language to ensure that they are prepared to demonstrate their understanding of the content in their native language. Several weeks prior to the test, teachers and/or paras work with students to review math vocabulary in students' native language and to familiarize them with the testing language. In addition, translated information and teaching tools are sent home to parents.

6. The plan for supporting ELL's during the two years after they have reached proficiency, are similar to supports that the classroom teacher

implements for the whole class. Because a majority of our non-identified students do speak another language at home, we differentiate for the whole, not the few. ESL teachers are able to observe and check-in with proficient students through the use of our push-in program model. ESL teachers also know the content that will be delivered through co-planning with the classroom teacher and are able to modify content for the needs of all ELL's and proficient students in the room. Former ELL's are identified and testing accommodations are provided for them in regards to all formal assessments. They are given time and half and support materials such as glossaries.

7. Our new programs deal with newcomers and transitions for our 5th graders. We are looking at other area schools with similar demographics to determine which programs we might put into place. We have a large influx of new arrivals this year and 187 Beginners that we need to help transition into not only our school, but the country. We are piloting a newcomer program in the 4th and 5th grade daily with two of our ESL teachers and using it as an inquiry group to see best practices for implementing this school-wide for newcomers. We are also looking to develop protocols for 5th grade students as they transition to middle school. We have 45 ELL's that will be transitioning to middle school this year and out of the 45, 26 are beginners and intermediates. We, again, are looking to schools within our network and demographic breakdown to see best practices in transition to a new school. We have also purchased Lexia Software, a program that offers very visual, interactive phonics games that the ELL's are able to use independently in their classroom. We are also implementing a Saturday Academy for beginner's and intermediate's based on research we did last spring during a 6 week Saturday Academy Inquiry. This year we are offering Saturday Academy continuously through Spring. Students attend from 9 a.m. until 12 p.m. working on language development, reading and writing.

8. At this point we are not discontinuing any services or programs for any English Language Learners. In fact, we are actually thinking in the opposite direction. We are looking to implement more after school clubs starting in the month of November. We are striving to put together high interest clubs such as chess, basketball, art, dance that offers the students time to explore a hobby at the same time building social language skills. We project these clubs to run for an hour a day, at least two to three times per week.

9. ELL's are afforded equal access to all programs because we do not discriminate against any group or grade level for school programs. Our after school clubs are open to all students, not just one particular group. We are putting into place some targeted groups after school that just will work on English language skills that will be run by are ESL teachers, these groups will be separate from the high interest clubs. These will be the only groups that will have a requirement of being an English Language Learner.

10. We are making strides in increasing our use of technology and technological support for English Language Learners at P.S. 503. This year we have acquired a Smart Boards for almost every room that are used to differentiate lessons through use of visuals, internet connections and virtual tours. This is used for all subgroups. We have at least one computer in each classroom and a wireless classroom computer lab that can be brought into the room. We have screens in all classrooms, as well as a LCD projector that is used to walk students through their targeted skill on the computer. We are using these computers to support ELL's through the use of word processing programs, translations sites, ESL websites (games, books, pictures on Google images). The ESL department has also acquired Lexia and Board Maker software. This software has helped the ESL teachers to pull visuals to represent vocabulary and actions in the classroom. SIFE and newcomer students are using the computers to utilize Lexia software as well as interactive language games online. This year we purchased an extensive quantity of listening center books with CDs encompassing a wide range of reading levels and genre. Classrooms are each receiving a listening center if they do not have one and they are able to use the center to support the content area. Listening centers are in English and Spanish.

11. We believe native language is an integral part of our differentiation in the classroom. We make sure that there are native language books in the classroom, not only for reading, but to support the content area instruction. The ESL teachers have a library of native language materials to help fill in any gaps cross grade levels. Five of our seven ESL teachers are bilingual in languages represented at our school. This is helpful to aide in translation of content and materials. We also use co-planning between the ESL teacher and the classroom teacher to create intentional groupings (a non-speaker paired with a bilingual student, or put in a triad). Bilingually certified teachers help to deliver content area instruction in native language where needed and bilingual para's are also on each grade level to help support students. In math, these bilingual paras help to deliver content instruction in the students' native language, as needed. In addition, students have access to math bilingual dictionaries that they can use to help them translate math specific vocabulary. In addition, students who need it receive in-class and homework assignments in their native language. In ELA, the bilingual paras work with students to develop their English Language reading and writing skills by providing the necessary translation to access the content. A newcomer toolkit has been created that includes translated documents such as reading logs, math sheets, and writing explanations. The translated materials that explain classroom routines (such as flow of the day) are posted on our website at [www.eslsupports.com](http://www.eslsupports.com). These items include visuals as well as native language support. Small group math test prep occurs in native language. All materials sent home are translated.

12. Yes, required services correspond to the ELL's age and grade level. Children are placed in age appropriate classes regardless of

educational experience or ability. All required services correspond to their grade level/age appropriateness.

13. During the summer, PS 503 runs an in-house lending library program. Families are invited to come to the school to take out books that are at their child's reading levels or are books of interest to the child. Younger siblings of current students, future students at PS 503, take out books as well. In addition, students who had enrolled in our school for 2010-11, were invited to use the library.

14. At this point we do not offer language electives.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

ALL teachers, ESL, general education, SETTs, participate in 8 types of Professional Development offered in house and outside of the school. (1): Each teacher participates in a 50 minute weekly inquiry group with 3 other teachers on their grade and an administrator. These inquiry groups select topics such as: Using Running Records to Target Instruction; Addressing New-comer Needs; Explicit Vocabulary Instruction for ELLs; Incorporating Vocabulary Instruction Throughout the Week and develop strategies for addressing student needs which are then implemented throughout the week. In successive meetings, teachers reflect on the success of their teaching, revise plans and then reimplement. Inquiry topics generally last 3-4 weeks and then new topics are chosen based on student need. All inquiry work is documented through weekly minutes. (2): Two Teachers College staff developers (K-2 and 3-5) have been hired for 11 days each to provide 1,100 minutes of Literacy Based professional development to all our teachers. (3): One Staff Developer from Teachers College Inclusive Classroom Project is working with 7 teachers (2 ELLs) and 3 administrators and ESL Coordinator for 8 days to observe classrooms and to determine best ways to coordinate each teacher's role in the co-teaching collaboration. (4) All teachers, 4 para professionals, and selected parents are sent to 30 Teachers College calendar days 1-2 times a year. Topics at these calendar days include: Assessing ELLs in Reading and Language Development and Using the Data to Drive Instruction; How to Best Support Talk Inside Reader's and Writer's Workshop; Phonics in Second Language Acquisition. Teachers who participate in these calendar days are required to send their notes to colleagues and to turn-key this information at weekly Wednesday morning grade level PD. (5) 15 teachers, the Magnet Coordinator, 1 AP and the principal (including 3 ESL teachers) attend Teachers College Specialty and Leadership Coaching Groups that range from 5-12 sessions per year. These 16 staff members are required to lead weekly Wednesday PDs and to take on leadership roles within the school. (6) PS 503's school Social Worker and ESL Coordinator deliver PD on best co-teaching practices for each triad (two general education teachers and 1 ESL teacher) in 3 week cycles. (7) All 17 ESL teachers attend city-sponsored PDs offered through BETAC or OELL.

Language acquisition through the content areas is being addressed through the following Professional Development: (8) PS 503's Magnet Coordinator attends a TC Leadership Group on Incorporating Literacy Strategies in Science. This information is then turn-keyed to the 3 Science teachers (K-1; 2-3; and 4-5). (9) 12 teachers (2 from each grade) attend Math in the City trainings throughout the year. During these bi-monthly sessions, teachers focus on such topics as using data to differentiate instruction, talking circles, using visuals and hands-on materials to enhance instruction etc. These teacher's classrooms are used as Lab Sites for our other staff.

2. Our bilingual guidance counselor and 2 bilingual parent liaisons (Chinese and Spanish) have attended all District Middle School open-houses with parents to determine which middle school programs are most appropriate for our students. Most of these middle schools offer a different ESL servicing model than our push-in program. Because of this, a school-wide goal is to help our students reach proficiency level

before leaving PS 503.

3. The 7.5 hours that we provide regarding ELL training for all staff per Jose P. is done during our weekly two hour Inquiry sessions. Each week we are able to have two hours of professional development revolved around a variety of topics. Given the large number of English Language Learners we focus many of our Inquiry periods around second language acquisition, scaffolding of the units of study, and differentiation of learning throughout the day. These periods are planned out through the grade level leaders, coaches, administration and the ESL coordinator. There are always at least one ESL professional development Inquiry period each week that involves para's, teachers, secretarial staff, social workers, psychologists, speech teachers, administration, coaches, counselors, and content area teachers. The list of these sessions and a sign-in sheet is kept on file with administration. The sessions are delivered by ESL certified staff and planned in conjunction with other ESL staff and our ESL coordinator. We are also providing cultural awareness training and how to help new arrivals professional development through our school counselor to all staff at the school.

## **E. Parental Involvement**

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

1. Parents at PS 503 are welcome and an integral part of our team. Parents are encouraged to volunteer in the classroom, lunchroom, common areas and the office. Parents of all languages and cultures have participated in our volunteer opportunities as class parents, chaperones and cafeteria volunteers. Parents have helped to develop policy and allocate funds.

Parents attended numerous school wide events such as family fun nights, a school fund raiser dance, the PS 503 Field Day and our Community Arts Day. Parents of all cultures and languages participated, volunteered and were instrumental in making each event a success.

2. PS 503 partners with a number of community agencies to provide workshops and services to our ELL parents. We created a partnership with Center for Family Life a community based organization that provides family counseling, after-school services and other recreational programs. PS 503 in partnership with CFL provides parenting courses in Spanish and Chinese. These courses run for 10-12 weeks each and address the issues of how the immigration experience affects parenting, parenting in a different culture and basic parenting issues. We help the parents develop family routines, family rules and develop goals for their children. We also offer a 6 week class that concentrates on basic parenting techniques that help parents restructure family discipline that concentrates on corporal punishment and help them develop techniques such as time out and focus on expectations and natural consequences. All these courses are offered at the school to make access easier to parents.

PS 503 also partners with the Neighborhood Improvement Association. They provide individual and group counseling to help children develop social skills and organizational skills to help them succeed academically and within their family. Parents are brought in on a case by case basis to work on developing structures at home that will help to facilitate success. These services are offered in English, Spanish, Mandarin and Cantonese.

PS 503 also partners with LMC Even Start, an early literacy program that provides English as a Second Language classes to mothers with infants and toddlers and it also provides daycare services while the parents is receiving instruction. PS 503 is able to refer parents to this program and partners with Even Start to provide workshops on homework help, discipline and parenting.

PS 503 also has worked with the Arab American Family counsel to service our Arabic families. The AAFC offers tutoring, ESL classes, immigration services and counseling to families in need.

We also have extensive referral partnerships with the local hospitals, mental health services, the local food pantry, and local after school programs to refer families when they are in need of services. We have partnerships with agencies that service families in Arabic, Cantonese, Mandarin, Fujianese, Spanish and English.

Health Plus provides workshops for families to provide health insurance information for low income children and families. They assist families through the process if families need assistance with navigating through the insurance forms.

3. The needs of parents are evaluated in a number of ways. The parents fill out surveys about their needs. This gives us some preliminary information about the needs of families.

Parents also present their needs at Breakfast with the principal, a forum where parents can ask questions, request further services and talk about what's working and what needs to improve within the school community. Parents also have access to our Parent Coordinator, our Parent Liaison, our school social worker, school psychologist and guidance counselor to express their needs for additional services.

4. Parents at PS 503 expressed the need for parent workshops related to discipline, homework, parenting in a new culture and counseling services. In response to these needs we developed partnerships with community agencies to provide workshops, counseling services and referrals.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	69	58	21	16	10	13								187
Intermediate(I)	0	28	38	46	24	13								149
Advanced (A)	27	3	23	23	29	19								124
Total	96	89	82	85	63	45	0	0	0	0	0	0	0	460

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	69	12	7	7	4	7							
	I	0	36	9	6	5	9							
	A	27	39	44	46	26	5							
	P	0	2	22	26	28	24							
READING/ WRITING	B	69	57	20	16	10	13							
	I	0	28	39	46	24	13							
	A	27	3	18	23	27	19							
	P	0	1	5	0	2	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	24	9	0	55
4	7	19	2	0	28
5	24	14	2	1	41
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed							1		1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	24	3	16	3	10	4	5	1	66
4	4	0	19	3	8	4	0	4	42
5	8	4	23	8	4	3	1	1	52
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	12	3	13	8	0	2	41
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14	4	12	4	11	3	0	0	48
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use the TCWRP assessment tools to measure the progress of our students at P.S. 503. This assessment tool includes concepts about print (to measure basic reading behaviors), letter-sound identification (to measure phonological awareness), high frequency words (to measure automaticity with sight words), running records (to measure decoding accuracy, comprehension, and fluency), spelling inventory (to

5th Grade approximately 3% of ELLS are reading at or above grade level, 28% of non-ELLs reading at or above grade level

Current instructional methods are not adequately meeting the needs of our ELL students in literacy, particularly as students move through grades 3-5. This data has allowed the school community to design specific intervention services (as outlined in question #5) to further support ELLs. Overall, in order to improve student performance, classroom teachers are now co-teaching the literacy block (reading, writing, and word work) with an ESL teacher. This structure allows teachers to better differentiate instruction and to work with smaller groups of students with greater frequency. In addition, effective instructional methods for ELLs is a focus for professional development. Staff developers from TCRWP and TCICP (Teachers College Inclusive Classroom Project) are working with teachers to improve teaching practice found to be effective with ELLs.

2. Fall 2010 data shows that our 460 ELL numbers are largest in Kindergarten with a steady downward progression in numbers up to 5th grade. Overall in the school, 41% of our ELL's are Beginners, the largest percentage in the population. 32% of our ELL's score Intermediate with 27% Advanced. Our largest number of Beginners are in the Kindergarten and 1st grade. We understand and have seen this trend in our building due to the fact that they are new to school. The number of beginners decreases as the grade increases with only 13 5th graders scoring at a Beginner level. We have had an influx of new arrivals in the upper grades during the last few years which is why we have implemented our daily remediation in the 4th and 5th grade to support their language needs. The patterns reveal the need to scaffold for Beginner and Intermediate students school-wide, especially in k-2 with our largest numbers concentrated in those grade levels.

NYSESLAT data reveals that our students are stronger in listening and speaking than reading and writing. This is evident in comparing that there are 37% of ELL's scoring beginner and intermediate in listening and speaking versus 73% of ELL's scoring beginner and intermediate in reading and writing. This is a large difference. 63% of students are scoring advanced or proficient in listening and speaking with only 25% scoring advanced or proficient in reading and writing. The data shows that, for 102 students scoring proficient in speaking and listening, their reading and writing scores hold them as an ELL.

3. In reference to the data that we saw regarding the number trends school-wide of English Language Learners in Spring 2010, we have increased our number of ESL certified co-teachers who co-plan with the classroom teachers to differentiate instruction. This is imperative at all grade levels, but the ESL coach is offering extra support to the 'heavier' ELL grade levels of Kindergarten-2nd. We are working on reading and writing during our two 50 minute blocks of remediation time with beginners each week. We are also focusing on reading and writing during the Saturday Academy to further offer more support for our beginner and intermediate ELL's.

We are looking at how to utilize what they are doing well, according to NYSESLAT data the listening and speaking, to help scaffold what they need the most support in, reading and writing. We have included more graphic organizers in the literacy block to pull in more reading writing in the mini-lessons. We have implemented daily guided reading and guided writing, as well as structured conference schedules in both workshops to support ELL's in reading and writing. ESL teachers are differentiating reading support materials with native language materials. Co-planning has been our strongest support in communicating scaffolds that support comprehensible input and output of reading and writing throughout the day. We are utilizing our large number of minutes that we are able to service to focus on servicing in the reading and writing block because we see that these are the modalities that are in greatest need.

Math specialists have developed visual representations/tools to use to communicate a common 'language' to use when talking about math. The math specialists have worked on incorporating scaffolded language into the curriculum.

4. Last year seemed to show a slight correlation between native language and a higher score in the Math test. This year there does not seem to be a correlation between native language and scores on the Math, Science and Social Studies scores. The largest numbers of students scored a 2 or 3 on the Math Native Language test but when analyzing the Science and Social Studies scores proves to not show a correlation. In Science 0 students scored a 1, 3 students scored a 2, 8 students scored a 3 and 2 students scored a 2. In Social Studies 4 students scored a 1, 4 students scored a 2, 3 students scored a 3 and no students scored a 4.

In comparing native language scores to tests taken in English there seems to be a mirror of the numbers. For instance, the bulk of our students scored a 2 or a 3 in the English Math test and the same occurred with the Math in native language. The same correlation can be seen in the Science scores. The majority (25 students) scored a 2 or 3 in the English version of the Science test. The majority of students (11) scored a 2 or a 3 in the native language version of the Science test. The Social Studies scores mirror one another the roughly 36% of both English and native language scoring a 1 and then decreasing percentages in level 2 and 3. The implications of these scores seem to show that we need to strengthen our differentiations in grades 3-5 in regards to Social Studies since they seemed to score the lowest in both categories on this test.

We are also using this data to show us that native language is a useful component in testing if the student is literate in their native language. We plan on looking at our ELL's to make sure that students who seem as they should be taking the test in native language are doing so this year.

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		