



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE SCHOOL OF DISCOVERY AND EXPLORATION

DBN 20K503

PRINCIPAL: BERNADETTE FITZGERALD

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SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Bernadette Fitzgerald	*Principal or Designee	
Lorraine Cogliando	*UFT Chapter Leader or Designee	
Bob Hudock	*PA/PTA President or Designated Co-President	
Yesenia Gonzalez	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	
Christine Caruso	Member/	
Claudia Grossane	Member/	
Matt Silverman	Member/	
Melanie Figueroa	Member/	
Elif Kocieniewski	Member/	
Jesenia Marcial	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, the number of 4th and 5th grade SPED students making one year's progress as demonstrated on the 2012-13 statewide ELA test will increase by 5%.

Comprehensive needs assessment

- In 2011-12: The number of Special Ed students in ICT classes meeting the standard on the ELA was 15.7% and the number of students in SETSS meeting the standard 6.7%.

Instructional strategies/activities

- Grade Level PDs on co-teaching models (Sept/Oct)
- Use of varied co-teaching models to target instruction will be monitored by administrators through formal and informal observations and tracked via school observation system (Ongoing)
- All teachers monitor student progress through informal and formal data including conferring, pre and post unit tests and TC Assessment Pro (Ongoing)
- All classroom teachers are supported 2-3 periods a day with an ESL co-teacher (Ongoing)
- All classroom teachers co-plan with their ESL co-teacher a minimum of 3 periods a week (Ongoing)
- Staff Developers from Teachers College have 24 in house PD days
- Specialist from Teachers College Inclusion Project will meet with pairs of ICT teams on every grade to develop and implement Inquiry Project focused on IEP students who have not shown one year's progress (Nov-June)
- Literacy Coach and Grade Level Literacy Liaisons support 4th and 5th grades (Ongoing)
- Continued work with data specialist to analyze formal ELA data collection (Ongoing)
- Create Special Education Liaisons on each grade.
- At risk students participate in 100 minutes of academic intervention each week
- Specialists from TC Inclusion Project and Teachers College will report to principal on progress of interventions
- Improved ELA scores on school and grade-wide assessments

Strategies to increase parental involvement

- All parents of the above subgroups are required to attend a meeting with principal in January regarding strategies to use at home to assist with instruction.

- Parent workshops on topics such as ELA Scores and What They Mean, How to Prepare Your Child for the ELA; Reading Skills to Work on at Home; How to Talk to Your Child About Their Reading; Reading With Your Child in Your Native Language.
- Parent meetings with classroom teachers for Promotion in Doubt students.
- Parent Reporting Tools/Report Cards

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax Levy FSF budgeted for Literacy Coach
- Title I TC Staff Developers
- Tax Levy FSF budgeted for ESL and SPED co-teachers
- Title I Fair Student Funding for Principal
- Title 1 Fair Student Funding for classroom teachers

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, PS 503 will ensure that 100% of teachers will have identified goals for themselves and created action plans using Danielson's Framework for Teaching Domain 3 Component 3C – Engaging Students in Learning - with the purpose of increasing student engagement through targeted instruction.

Comprehensive needs assessment

In response to the DOE's teacher performance review, PS 503 adopted Danielson's Framework for Teaching. The Framework supports our school's needs in three ways:

- It provides a common language for the entire staff
- Teachers with common goals work together thus meeting our goal of co-teaching and transparency
- It provides a structure and timeline for teachers that can be monitored by administration

Instructional strategies/activities

- Introduce Danielson's Framework for Teaching to Entire Staff (September)
- Books purchased for all literacy and math leaders (September)
- Identify Domain 3 Component 3C for school wide focus (Sept)
- Provide 2 periods of Professional Development to analyze Domain 3 (Oct)
- Teachers meet with principal 3X a year to establish tri-annual benchmarks, set goals, and target students, using the terms "What" "Why" "How" and impact on student (Oct/Feb/June)
- Principal establishes weekly office hours for 1:1 meetings with staff
- School makes public all teacher goals and plans with purpose of goal of teachers sharing ideas (Oct/Nov)
- Teachers implement action plans and assess effectiveness (Oct/Feb)
- Teachers record information on school-wide Comprehensive Teacher Log (ongoing)
- Teachers develop, with principal, timeline for action plan (Oct/Feb/June)
- Teachers implement action plans focused on student engagement (ongoing)
- Administration conducts at least 8 formal/informal observations primarily focused on teacher goal (ongoing)
- Principal meets with teacher 2 additional times to debrief observations, reflect on goal, and revise next steps
- At risk students participate in 100 minutes of academic intervention each week

Strategies to increase parental involvement

- SLT notified of teacher goal setting using Danielson’s Framework
- Danielson’s Framework introduced to parents at Coffee With the Principal

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Staff has one on one conferences with the principal on goal definition, next steps, and review 3X a year
- Most classroom observations are based on teacher year-long goal
- Teachers partner with colleagues with similar goals to share strategies and ideas
- Title I Fair Student Funding for Principal
- Title 1 Fair Student Funding for teachers
- Tax Levy FSF budgeted for teaching salaries

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, every staff member will have conducted a minimum of 3 cycles of inquiry where student reading/writing work is evaluated using the model of assess/teach/assess. All teachers will have created targeted groups based upon assessment.

Comprehensive needs assessment

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

Instructional strategies/activities

- Grade level liaisons trained on facilitation techniques to lead inquiry cycles (Sept)
- Administration outlines expectations for inquiry cycles (Sept): (1)analyze student work using Common Core Standard benchmarks; (2) plan literacy and math tasks aligned to chosen standards; (3) group students; (4) implement tasks/target instruction for specific group; (5)assess outcomes; (6) Share out to group; (7) Repeat with new topic or continue with topic (on-going)
- Post topics and action plans for inquiry cycles in main office (ongoing)
- Cluster teachers participate in grade level inquiry cycles (ongoing)
- Record all inquiry work in Aris (ongoing)
- Schedule common prep time for teachers (Sept)
- Provide 6th period prep for weekly inquiry work (Sept.-June)
- Focus classroom observations on small group instruction using the questions, “How did you determine these groups?” “Why are you teaching this lesson?” (ongoing)
- Creation of revised units of study and lesson plans (ongoing)
- Teachers target lessons plans based on data (ongoing)
- Teachers maintain conference binders with notes reflecting targeted instruction based on data
- Teachers present findings to colleagues in public forum
- Administration participates in Inquiry work with each grade

Strategies to increase parental involvement

- SLT is provided with information regarding Inquiry
- Teacher Inquiry cycles are posted in the office
- Data from Inquiry is used with parents during parent/teacher conferences.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Teachers are provided with high quality professional development in reading/writing
- Teachers select from menu of PDs at Teachers College
- Teachers work in small groups and share ideas and data with colleagues
- Teachers have opportunity to present findings in public forum
- Tax Levy Fair Student Funding – Teacher Salaries
- Title 1 SWP – Teacher Salaries
- Tax Levy FSF budgeted for Literacy Coach
- Title I TC Staff Developers

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, PS 503 will have increased the number of opportunities for family/teacher interactions by 10%, resulting in improved academic performance.

Comprehensive needs assessment

Despite an increase in parent involvement in our school, more than 50% of our students continue to perform below grade level. While the school has provided an increased number of workshops for parents, we had not increased the number of opportunities for classroom teachers and families to interact.

Instructional strategies/activities

- Allocated classroom space for Parent/Family Room (Sept)
- Outline goals for parent involvement at monthly staff meetings and monthly grade level meetings (ongoing)
- Stress goals for parent involvement at weekly grade level liaison meeting (ongoing)
- Devote whole day PD on strategies for informing parents about their children through report cards, written comments, data, and oral comments (November)
- Create translated report card comment bank (in Spanish, Chinese, Arabic) for teachers to use (ongoing)
- Create Parent Logs for purpose of recording all staff interactions with parents (Sept)
- Administration assesses logs 3X a year to assess parent outreach (ongoing)
- Require monthly grade level parent newsletters (monthly)
- Assistant Principal assigned to specific role of facilitator for Parent/Teacher/School relationships (Sept)
- Establish class parent program (Oct)
- 10 week Parenting Journey Program conducted in 3 languages by school guidance staff (ongoing)
- Establish parent volunteer program to assist teachers (Oct)
- Continue teacher led family fun nights 5X a year (ongoing)
- Implement teacher led monthly family fun Fridays encouraging parents to explore content with their children (ongoing)
- Continue Parents as Learning Partners committee to design monthly events (Sept)
- Include development of parent leaders in SLT action plan (ongoing)
- Hire Spanish speaking and Chinese speaking parent coordinator and parent liaison (Sept)
- Increase parent and teacher participation on PTA (ongoing)
- Initiate bi-monthly teacher led workshops such as “The Roles and Responsibilities of Class Parents”, “How to Help Your Struggling Student” and “Reading Your Child’s Report Card”. (ongoing)
- Increase the number of hours for bi-annual Parent/Teacher conferences in order to provide teachers and parents with more time for discussing child work (November/March)
- Ensure that we have a translator for all languages represented at meetings and support this through the use of our translation

equipment
Provide translation for all parent/teacher conversations (ongoing)

Strategies to increase parental involvement

- Parents suggest workshop topics during Coffee with Principal, meetings with teachers and Parent Coordinators, Assistant Principal, and at PTA meetings
- Monthly posters hung around school re: parent workshops and meetings
- Workshops for parents and teachers on volunteering
- Phone calls in 3 languages made to homes
- Assigned large classroom to be used for Parents/Families with computers, Parenting books, and community information
- Teachers expected to contact parents an additional 3X (beyond P/T conferences) to discuss child's progress and record in Phone Log
- School-wide effort to hire bilingual staff members

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Parents from the Lutheran Hospital ESL program Even Start and parents from Center for Family Life are invited to participate in all workshops
- Community organizations like Health Plus, the Police Department, Head Start are invited to speak at PTA meetings
- Title I Translation Services
- Title I SWP – AP salary, Guidance Staff
- Title I ARRA salary – Classroom teachers

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2013, PS 503 will have increased by 10% the number of enrichment opportunities available to our students resulting in improved academic performance.

Comprehensive needs assessment

98% of our students live at poverty level. As a result, our students have limited opportunities for enrichment, thereby limiting their awareness of the world and hindering their ability to understand reading materials and to make connections between content areas. Parents have indicated, via LES, Coffee with the Principal, PTA meetings and conversations with teachers and the Parent Coordinators, that they would like more opportunities offered to their children. Providing students enrichment programs broadens their horizons and expands their knowledge base of the world, history, diverse cultures and various art forms. This expanded knowledge base will enhance their understanding and improve their academic performance.

Instructional strategies/activities

- Provide art, dance, performing arts and music as part of the regular scheduled programming.
- Allocated rooms specifically devoted to art and dance.
- Create opportunities during lunch for students to explore chess, art, dance and music.
- Collaborate with outside organizations to offer our students more enrichment opportunities.
- Teachers have option to choose to participate in enrichment activities with their classes.
- Enrichment opportunities offered are aligned to the common core standards.
- Enrichment programs provide opportunities for cooperative working and collaborative learning.
- Enrichment programs incorporate professional development opportunities for teachers to further implementation.
- All enrichment programs are developed with an integrated curriculum.
- Residencies with New York Historical Society, BRIC, Calpulli Mexican Dance Troupe, Dancing Classrooms, Dance4Peace, Brooklyn Conservatory of Music, Brooklyn Arts Council, Chess in the Schools, CookShop, New Victory Theater, Town Hall, Brooklyn Botanic Garden, Wildlife Biologist Leonard Bille, Bee Keeper John Howe,
- Seek outside funding sources to support enrichment opportunities.

Strategies to increase parental involvement

- Create opportunities for parents to join their children in enrichment activities.
- Parents are included in theater and museum visits
- Apply for programs to support parent involvement in the arts

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax Levy Fair Student Funding – Teacher Salaries
- Tax Levy Fair Student Funding- Art Residency Coordinator
- Tax Levy Fair Student Funding- Art Residency Programs
- Tax Levy Fair Student Funding- Materials for the Residency Programs

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Guided Reading Words Their Way High Frequency Word Practice Readers Theater to build fluency Shared Reading Interactive Writing Shared Inquiry around one book	Various Co-teaching models Small group One-to-one tutoring	During the school day and before school
Mathematics	String Work Just Right Games Fact Challenges	Various Co-teaching models Small group One-to-one tutoring	During the school day and before school
Science	Foss Science Program Read-Alouds Shared Reading Content books at just right reading levels. Technology Support	Various Co-teaching models Small group One-to-one tutoring	During the school day (Lunch Clubs) and before school
Social Studies	Read-Alouds Shared Reading Content books at just right	Various Co-teaching models Small group One-to-one tutoring	During the school day (Lunch Clubs) and before school

	reading levels. Technology Support		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Tuesdays/Thursdays 8:00-8:50 Throughout the school day	Small group One-to-one tutoring/counseling	During the school day and before school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

PS 503 is fortunate in that we have an established relationship with NYU's and Hunter College's ESL program and Teachers College Master's Program and many of their graduates work in our school. In addition, this year we began a new residency program. Teacher residents from TC are spending a year student teaching at P.S. 503. This will create a pool of candidates from which we can hire.

There are a number of structures in place that support teachers to be highly qualified at P.S. 503

- On-going professional development in reading, writing, math and co-teaching
- Co-teaching support for all teachers with built in planning time
- Data analysis PDs for all teachers
- Staff developers from TC RWP, TC inclusive classroom and Metamorphosis
- Math and Literacy Coaches
- Math, Literacy and Special Ed Liaisons
- Grade Level Liaisons

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Rell-Anselmo/ Allison Sheehan	District 20	Borough Brooklyn	School Number 503
School Name School of Discovery & Exploration			

B. Language Allocation Policy Team Composition [?](#)

Principal Bernadette Fitzgerald	Assistant Principal Anthony Pirro, Nina Demos
Coach Allison Demas	Coach Beth Hickey, Sonal Malpani
ESL Teacher Alice Chen	Guidance Counselor Yesen Melendez-Jimenez
Teacher/Subject Area Toya Gordon/Technology	Parent Maria Garcia
Teacher/Subject Area Kaitlyn Davis/Gr 2 ESL	Parent Coordinator Tilcia Sola
Related Service Provider Melissa Wildes	Other Michelle Flemen-Tung, SETSS
Network Leader Allison Sheehan	Other Maria Della Ragione

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	20	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	944	Total Number of ELLs	510	ELLs as share of total student population (%)	54.03%
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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, Allison Demas, as well as a bilingual pedagogue that speaks the family's native language and/or the Parent Coordinators, Tilcia Sola and Qi Dan Lei. If Allison 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 Kaitlin Davis. ESL pedagogues administer an oral interview in English and the bilingual pedagogue 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 is eligible 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 pedagogue 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 pedagogue that is also ESL certified. ELL's are assessed annually with the NYSESLAT assessment under the mandated testing conditions. In order to determine student eligibility in NYSESLAT we run an RLER in ATS, as well as double check all of our hand-scored LAB-rs for recent admits.

Based on the data provided by the RLER we create spreadsheets and attendance sheets to ensure that we test all eligible students. We create attendance sheets for each modality of the test. We monitor attendance and provide test make-up days. We continually test throughout the window timeframe until every eligible student is tested.

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, Allison Demas. The pedagogues that administer our NYSESLAT are broken down as follows: ESL certified staff that administer the test are: Alice Chen; Katie D'Allessandro; Alana Rouff; Thelma Arias; Julie McAleavey; Erica Malloy; Kaitlyn Davis; Yelevna Zeynalova; Emily Burrell; Rachel Hsieh; Malgo Archacki, Margaret Overbagh; Carlos Graupera; Claribel Santiago. Special Education and support pedagogue are also involved and trained to administer the NYSESLAT. This personnel is as follows: Michelle Flemen-Tung; Brooke Precil; Janice Manning; Monique Gonzalez; 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, an entitlement letter is sent to the parents in their preferred language explaining the test results and inviting parents to attend an orientation meeting. In addition we have created flyers to advertise the meetings. Each parent is also personally called to ensure that they understand the importance of their options and re-confirm the time and location of the Parent Orientation meeting. A school messaging system is also employed to remind parents

about the meeting. The Parent Orientation Meeting is facilitated by our ESL Coordinator, Allison Demas and our Assistant Principal, Anthony Pirro. At the parent orientation meeting the three program choices, Transitional Bilingual Education, Dual Language, and Freestanding ESL, are explained to parents in several ways. First, they have been presented with the three choices in the entitlement letter. Second they read the parent brochure which is provided in native language. Third the ESL coordinator, Allison Demas presents the information which is translated into native language. Fourth they watch the video, also in native language. Fifth, the translators, parent coordinators, and bilingual staff, Tilcia Sola, Qi Dan Lei, and Sofa Mansour translate the options in their native language, as explained by Allison Demas, ESL Coordinator. After they have talked about the choices, the parents are given the informational letter detailing the three choices and are then 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.

3. The ESL Coordinator distributes the entitlement letters, on school letterhead, 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. Parent surveys and selection forms are completed and filed within 10 days of the date of student enrollment. 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 944 students, we have 510 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, two staff members 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 122 students in Kindergarten, 92 students in 1st grade, 78 students in 2nd grade, 76 students in 3rd grade, 75 students in 4th grade, and 61 students in 5th 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.

Since 98% of our parents chose the Freestanding ESL model, we grouped students by varied proficiencies in classrooms. For the 2% of parents that chose TBE or DL we explain that we follow parent choice and that demand has been for Freestanding ESL. We also provide them with the information that programs are available at other schools. Placement letters are distributed for new admits and continuation letters are distributed for all students continuing their education in our school. Copies of all letters are kept on file.

5. The trend in our Parent Survey and Selection forms have overwhelming been for the Freestanding English as a Second Language program. 98% of our parents are choosing the ESL model. Data concerning parent choice is kept via a spreadsheet and is recorded in ATS on the ELPC screen. 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 know what we offer or have another child in the school. The parent choice spreadsheet is used to monitor trends in parent choice. As stated previously, the majority of our parents select the ESL model, however, any indications that another model is generating interest would be indicated by the data and discussions regarding the implementation of possible programs would be initiated.

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. If the data indicated an interest in an alternative program a committee of interested parents, administration and pedagogues would be created to evaluate the possibility and feasibility of implementing said program in our school.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	22	17	17	17	17	17								107
Total	22	17	17	17	17	17	0	0	0	0	0	0	0	107

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	510	Newcomers (ELLs receiving service 0-3 years)	419
		Special Education	83
SIFE	0	ELLs receiving service 4-6 years	91
		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	419	0	67	91	0	16	0	0	0	510
Total	419	0	67	91	0	16	0	0	0	510

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

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP																		
TOTAL	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
TOTAL	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	101	71	55	57	52	47								383
Chinese	26	19	20	18	22	13								118
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	3	1	1	0								8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		0	0	0	0	1								1
TOTAL	128	92	78	76	75	61	0	0	0	0	0	0	0	510

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction for our English Language Learners is done through a wide-scale push-in model on all grade levels. We have 21 co-teachers 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. 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.

Part IV: ELL Programming

3. The literacy block follows the Teachers College Reading and Writing project curriculum. ESL teachers push-in during the literacy block

A. Programming and Scheduling Information

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, they cover by co-planning differentiation for those areas. In Math, we use TERC and Math In The City. We are supported with professional development by Metamorphosis. 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. 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. Since PS 503 does not have TBE or Dual Language we do not evaluate in native language other than the Spanish LAB.

5a. Differentiation inside English Language Learner subgroups has been a smoother process for us because of the push-in model and coplanning with the classroom teacher. Although we currently do not have any SIFE students we do have a procedure in place for supporting these 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.

5b. 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 419 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. In addition, ESL certified teachers in upper grades provided an additional period of test taking support through lunch clubs.

5c. Our 91 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 provided a six week long session of four hour blocks of instruction

A. Programming and Scheduling Information

to prepare them for the ELA.

5d. Longterm ELLs who have completed more than 6 years of service are a rare occurrence in a K-5 elementary school. However, in the extreme cases that this exists we cater to the individual needs of the students. This could look like frequent communication between the family, special education teacher (if applicable), general education and ESL teacher to plan targeted instruction. We do not have any students at this time that are long term ELL's, having completed 6 years.

6. ELL's with special needs number 83. ESL teachers and special education teachers meet through co-planning with the classroom teacher. ESL teachers are aware and have access through the online SESIS program 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.

We use a variety of instructional strategies to access and accelerate learning among ELLs/SWDs. Some of these strategies are: shared experiences, visual thinking strategies, kinesthetic learning opportunities, immersion in new literary genres, provision of hands-on manipulatives, scaffolds (individualized word walls, vocabulary charts, strategy cards, differentiated charts). Content materials are adapted as appropriate to the students academic needs, regardless of grade level.

7. Our school uses curricular, instructional, and scheduling flexibility to meet diverse needs of ELL-SWDs within the least restrictive environment. Last year, we transitioned 9 students from self-contained settings into less restrictive settings. During specified instructional periods in the school day (ie reading), students receive instruction within another classroom in order to facilitate that student's individual academic, social, and emotional growth. Many of our self-contained classes participate in cluster classes (or art residencies) with their general education peers. As in all of our models of instruction, the triad model supports communication and collaboration between general education teachers, special education teachers, and ESL teachers. This communication and collaboration makes it possible to easily move students to the least restrictive environment when applicable.

Courses Taught in Languages Other than English ⓘ

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

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

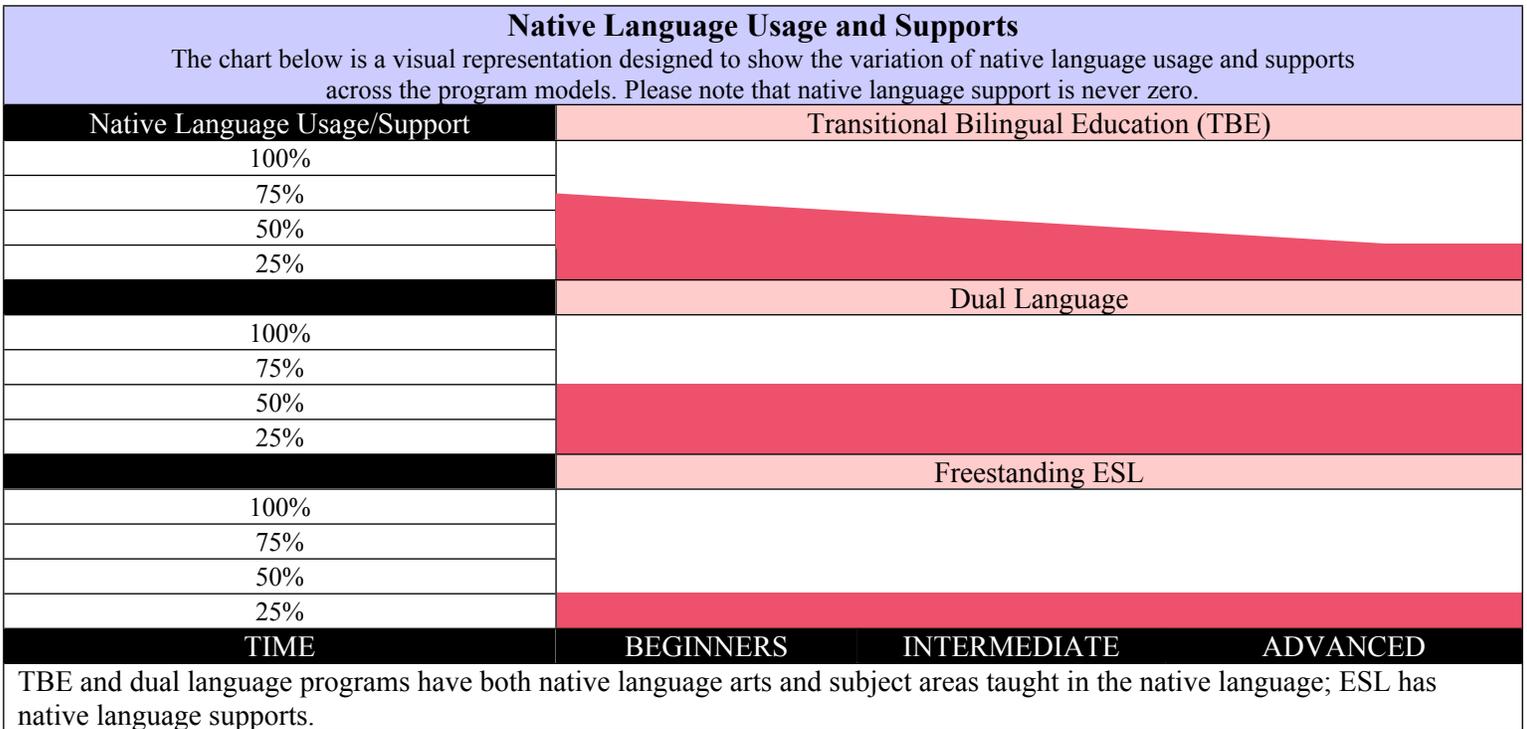
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. 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 newcomer 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. For example, students who demonstrated difficulty in the listening and speaking modalities participated in a small group program designed to teach specific listening skills 3 times a week for a 50 minute period. 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 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. Students demonstrating difficulty with the writing modality are given additional support on essay expansion and development 4 times a week for 50 minutes. 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 83. 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.

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 how to create an intervention program for a particular student, the teacher can turn to a predetermined set of colleagues on his/her grade level to create an individualized intervention plan. 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.

For any subgroup, the targeted interventions that we provide directly correspond to the instruction that all students receive during the school day. Teachers collaborate with colleagues across the grades to appropriately target instruction. For example, a 4th grade teacher will work with a 1st grade teacher to plan and implement an emergent guided reading lesson. All teaching is directed by student need and is not bound by grade level.

9. 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.

10. We are considering several new programs for the current school year. One, in mathematics we are focusing on developing language and talk across the grades. Two, in social studies, students are exploring the arts in order to acquire new content area knowledge. Three, our visual art teacher is utilizing visual thinking strategies to support students' learning. Four, during a Saturday program, students will develop literacy and language through the arts. The commonality in all of these programs is the variety of learning modalities. Providing instructional support in a content area while developing speaking, listening and thinking skills enhances student abilities in all areas.

11. At this point we are not discontinuing any services or programs for any English Language Learners.

12. ELL's are afforded equal access to all programs because we do not discriminate against any group or grade level for school programs. With over 54% of our population identified as ELLs they are our majority, not an isolated group. Notification and information for all programs is distributed to families in native language. Our after school clubs are open to all students, not just one particular group. All parents are provided an opportunity to choose clubs related to their child's interests. Clubs fall into the categories of academic and recreational. We provide cooking clubs and sports clubs as well as reader's theater and reading support. We are putting into place some targeted groups after school that just will work on English language skills that will be run by our 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. Title I and Title III funds are used to provide these programs.

13. 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 Smart Boards for every room that are used to differentiate lessons through use of visuals, internet connections and virtual tours. All classrooms also have document cameras, scanners, digital cameras, and flip cameras. These are 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. In addition, we have a computer lab. 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. The Sketchpad software is utilized to provide students with various learning modalities of content area instruction (e.g. equivalents in math). 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. Science is all hands-on instruction which offers students ample opportunities to explore science tools (balances, calibrated cylinders, magnifying glasses) as well as observing change over time (insect metamorphosis, plants growing). Our social studies programs have incorporated an art component in which students study paintings, prints, sculptures and other art forms to increase their visual thinking skills and enhance their understanding and perception of bygone eras and situations. We have added two technology teachers to our staff. These teachers teach technology skills directly to students and also support teachers in creating materials and instruction using technology. For example, the technology teacher created Smartboard activities focused on high frequency words in first grade in order to improve student knowledge and abilities in word study. One of our after school clubs provided students with instruction on creating animation.

14. 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. 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.

15. Yes, all 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. Upon registration we check birth dates and previously school history in order to make sure students are placed appropriately.

16. During the summer, PS 503 runs an in-house lending library program for students in grades K, 1, and 2. 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 2011-12, were invited to use the library. For new incoming ELL students, we provide a welcome packet with a book, an English alphabet chart, a DVD with instruction on the alphabet and letter sound correspondance, and a DVD with a variety of popular stories narrated in English. In addition we offer a parent orientation for new admits which provides parents and students with a tour of the school as well as an overview of activities and events offered throughout the school year.

17. At this point we do not offer language electives for ELLs.

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.

1. ALL teachers, ESL, general education, and special education, participate in Professional Development at school and outside of the school. There are 10 different types of professional development offered in house and outside the school.

(1) Every teacher participates in a 50 minute weekly inquiry group with other colleagues on their grade. These inquiry groups select topics based upon the needs of their students. Topics include: Using Running Records to Target Instruction; Addressing New-comer Needs; Explicit Vocabulary Instruction for ELLs; Incorporating Vocabulary Instruction Throughout the Week. Through their study of the topic and through classroom observation, teachers develop strategies and routines and then implement them within their classrooms. In successive meetings, teachers reflect on the success of their teaching, revise plans and determine appropriate next steps. Inquiry cycles last approximately 5-6 weeks. All inquiry work is documented on ARIS.

(2) Two Teachers College staff developers (K-2 and 3-5) have been hired for 10 days each to provide 1,000 minutes of Literacy Based professional development to all our teachers. Our focus for the 2011-2012 school year is on building students' engagement in reading and writing. This focus is particularly relevant for our ELLs since informal assessments and teacher observations show a lack of active engagement on behalf of many of our ELLs.

(3) Three Special Topic days with Teachers College staff developers will occur across the school year. These days will focus on specific topics such as Developing Phonemic Awareness, Writing About Reading, and Supporting Vocabulary Development in ELLs. ESL teachers participate in these days.

(4) One Staff Developer from Teachers College Inclusive Classroom Project (TCICP) is working with teams of teachers in grades 3-5, administrators, and the ESL Coordinator for 5 days to observe classrooms and to support teachers in developing targeted instructional plans to meet the needs of ELLS/SWD who did not demonstrate one year's progress according to the 2011 NYS ELA.

(5) All teachers, some paraprofessionals, and selected parents attend 30 TCRWP calendar days across the 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 turnkey their learning to their colleagues.

(6) Seven teachers (2 ESL), the literacy coach, two assistant principals and the Principal attend Teachers College Specialty and Leadership Coaching Groups that range from 8-10 sessions per year. These staff members facilitate professional development inside school and take on leadership roles within the school.

(7) Eight teachers attend TCICP Spotlight Groups that range from 6-8 sessions per year. These groups explore best practices around differentiation. These staff members facilitate professional development inside school and take on leadership roles within the school.

(8) Six times throughout the year, PS 503's administrative team and ESL Coordinator in collaboration with the school social worker deliver PD on developing and maintaining effective collaborative teaching relationships and best co-teaching practices for each triad (two general education teachers and 1 ESL teacher).

(9) All 21 ESL teachers attend city-sponsored PDs offered through OELL.

(10) 24 teachers (2 from each grade), two math coaches, and the principal attend Professional Development through Metamorphosis. During these sessions, teachers focus on such topics as using data to differentiate instruction, building language and talk around mathematics, using visuals and hands-on materials to enhance instruction. The teachers participating in this professional development serve as Lab Sites for our staff and for other teachers across the city.

In addition to the above listed PD opportunities, our ESL coordinator individualizes professional development catered to the needs of our school support staff. For example, she has conducted professional development for our parent coordinators, secretarial staff and translators

on the intake process.

2. Our bilingual guidance counselor and 2 bilingual parent liaisons (Chinese and Spanish) attended districtwide Middle School openhouses 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. Also, we hosted a series of workshops about preparing for middle school; this was attended by teachers, students, and families. In addition, our bilingual guidance counselor serves as a liaison between 5th grade teachers and middle schools in order to make sure our staff members are best able to transition students into middle school. We also prepare our 5th graders for middle school by providing OLSAT and Gifted and Talented preparatory work to our ELLs.

3. The 7.5 hours that we provide regarding ELL training for all staff per Jose P. is done during our weekly Inquiry sessions. Each week we are able to have an hour and a half 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 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, as driven by teacher data. Each grade has 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 grade level leaders. 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.

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 through the School Leadership team. Parents attended numerous school wide events such as family fun nights, a school fundraiser 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. We have allocated additional space in the building to create a community room where parents can meet with our Parent Coordinator and Parent Liaison. We hold multiple parent workshops in this space. Our PTA has monthly executive board meetings that are open to all parents to attend in the PTA room. All notification for all activities listed above are sent home to families in their preferred language.

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 refocuses away from corporal punishment and helps 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. We give parents surveys in native language after each workshop to drive the next selection of workshops. The surveys ask the parent to provide input regarding the effectiveness of the attended workshop as well as suggestions for future workshops. This gives us some preliminary information about the needs of families. Parents also present their needs at Coffee 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, Parent Liaison, school social worker, school psychologist and guidance counselor to express their needs for additional services. Our PTA have reached out to parents to provide opportunities via the SLT and on their own.

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. To reiterate, our parent needs are addressed through parent surveys and conversations from PTA meetings, Coffee with the Principal and conversations with our Parent coordinator and Parent liaison. Parents also requested workshops that would help them help their students. As a result we offer a variety of workshops withing areas, such as reading, writing, phonics, science and math. Examples of workshops are "How to Help Your Child with Homework", "How a Non-English Speaking Parent Can Help an English Reading Child" and "Phonics II - Word Families". Workshops are translated into native language through the assistance of our Parent Coordinator, Parent Liaison, and additional staff as required using simultaneous translation equipment.

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)	80	47	16	13	12	7								175
Intermediate(I)	11	34	23	46	18	23								155
Advanced (A)	37	11	39	17	45	31								180
Total	128	92	78	76	75	61	0	0	0	0	0	0	0	510

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	2	1	5	1	3							
	I	21	4	8	2	4	10							
	A	38	45	38	37	19	17							
	P	28	21	27	26	33	9							
READING/ WRITING	B	47	11	12	8	7	9							
	I	32	20	45	17	20	9							
	A	11	29	17	42	28	14							
	P	2	12	0	3	2	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	34	33	12	0	79
4	19	36	6	0	61
5	14	20	5	0	39
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	20	6	30	8	18	4	0		86
4	11	2	28	6	12	3	1	2	65
5	1	5	10	4	13	7	3	3	46
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7	1	14	5	25	3	0	1	56
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 measure application of spelling patterns to writing), and writing on demand (to measure growth in narrative writing craft).

2011 first grade data trends for September's data based upon reading levels according to TCRWP running records show that 42% of ELLs are reading at or above grade level, as compared with 14% reading at or above grade level in September 2010. This represents an improvement of 28%. Review of the 2010 data indicated that the instructional methods employed were not adequately meeting the needs of our ELL students in literacy. This data allowed the school community to design specific intervention services (as outlined in question #5) to further support ELLs. In order to improve student performance, a co-teaching method with an ESL teacher was implemented. 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.

2. Fall 2011 data shows that our 510 ELL numbers are largest in Kindergarten with a steady downward progression in numbers up to 5th grade. Overall in the school, our ELL population is equally distributed across the levels with 34% of our ELL's as Beginners, 31% Intermediate and 35% 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 7 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. The current LAB-r scores show that 53% of our incoming students, predominantly kindergarten, scored at the beginner level, while 7% scored at intermediate. Interestingly, 25% of our new admits scored at the advanced level and 15% met proficiency.

Analysis of the kindergarten NYSESLAT reading and writing scores across the past 3 years show an increase in the number of beginners from 52% in 2009 to 73% in 2010 followed by a dramatic decrease to 48% in 2011. Concurrent to this decrease was an increase of 12% in the number of intermediates as well as an improvement in advanced and proficient scores. The data shows an increase from 5% advanced and 0 proficient in 2009, to 2% advanced and 0 proficient in 2010, to 13% advanced and 2 % proficient in 2011.

The kindergarten NYSESLAT speaking and listening scores reveal equally impressive progress showing growth in the number of proficient students from 6% in 2009 dropping to 2% in 2010 and increasing to 31% in 2011. The growth trend represented by the past year indicates that the instructional methods implemented in the 2010-2011 school year, such as the ESL co-teaching method are providing our ELL students with stronger supports to assist them in gaining proficiency.

3. The growth trend represented by the past year indicates that the instructional methods implemented in the 2010-2011 school year, such as the ESL co-teaching method are providing our ELL students with stronger supports to assist them in gaining proficiency. We have increased our number of ESL certified co-teachers who co-plan with the classroom teachers to differentiate instruction. 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.

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. Our parent coordinator and parent liaison are attending professional development to help support parents support their childre who are ELLs with special needs.

4. Last year seemed to show a slight correlation between native language and a higher score in the Math test. Of the studnets tested in Science and Math in Native Language the largest number of students scored a 2 or 3. 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 (39 students) scored a 2 or 3 in the English version of the Science test. The majority of students (8) scored a 2 or a 3 in the native language version of the Science test.

School leadership uses 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. School leaders are using our periodic assessments to assess our student's growth, but more importantly to plan for the next step in instruction. The data that we see from the standardized test and our periodic assessments helps us to see the student in many lights. We are currently using our periodic assessments (sight word, running records, writing on demand, spelling inventory, math DYO) to help us understand how to cater small group instruction, differentiation of whole group work, scaffolds for ELL's visually, routines, and ESL best practices to best deliver instruction.

Administration uses this data to identify students that need remediation and support during our enrichment sessions (Saturday School, clubs).

Native language is used during periodic assessments in a variety of ways. We use native language in the literacy assessments of reading to understand comprehension (for instance a story may be read in English but the comprehension questions are answered in Spanish). We also use native language assessments to understand how proficient a student, especially in the upper grades, may be in their native language.

We can then use this information to drive our instruction by linking the information in English to what they know and understand in their native

language. Native language is used with assessments according to State rules and regulations regarding test administration in native language. We strive to accurately show what our students know and we try to understand the best way, through an English or native language assessment, that we can see this data.

6. We evaluate the success of our programs for ELL's through NYSESLAT data, State assessments, and formal school-based assessments. Data drives our instruction as well as our evaluation of all programs. We are currently evaluating our success through examining our TCRWP

data from June, to September, to now. We are looking to see if our ELLs are moving and that their intensive scaffolds and small group instruction is working. We have hired a data person on a part-time basis to help us organize and evaluate our data so that we can accurately assess if our students are moving. We are also collecting data from students involved in Saturday Academy and daily remediation to see if those extra programs are effectively working for our students.

By analyzing improvements in NYSESLAT scores over years we identify trends that are reflective of the procedures implemented each year. The increase in the scaffolds in K-2 instruction directly correlates to the increase in students scoring advanced and proficient in those grades. The increase in the number of students, who tested out of ESL, 50 in 2011 as compared with 30 in 2010, offers insight into the benefits of the targeted work being done in the upper grades.

Additional Information

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

Paste additional information here: planning cycle, inquiry, units of study differentiation, performance assessments,

Part VI: LAP Assurances

School Name: <u>PS 503: School of Discovery</u>		School DBN: <u>20K503</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernadette Fitzgerald	Principal		1/1/01
Anthony Pirro	Assistant Principal		1/1/01

School Name: PS 503: School of Discovery

School DBN: 20K503

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tilcia Sola	Parent Coordinator		1/1/01
Alice Chen	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Allison Demas	Coach		1/1/01
Beth Hickey	Coach		1/1/01
Yesen Melendez	Guidance Counselor		1/1/01
Allison Sheehan	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K503 **School Name:** School of Discovery and Exploration

Cluster: 1 **Network:** 102

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

Part A: Needs Assessment Findings

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

Currently, our community serves four language groups: Chinese, Spanish, English and Arabic. All parent materials - written and oral - are presented in English, Spanish, Arabic and English. When students enroll, parents automatically inform the school their preferred language of communication via the Home Language Survey. This information is maintained by the Pupil Personnel Secretary. The Pupil Personnel Secretary records this information, by class, and whenever materials are sent to parents, they are sent in both English and native language. In addition, the ESL coordinator keeps a list of home languages preferred by parents which is disseminated to teachers. In addition, this information is listed on the Emergency Blue cards maintained in the office.

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.

65% of our families require materials written in Spanish, 23% in Chinese, 1% in Arabic and 11% in English. The technology teacher created a spreadsheet for all staff, informing them of the language communication requirements for each class.

Part B: Strategies and Activities

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

Each grade is assigned a Spanish, Arabic and Chinese translator in charge of all written materials for that grade which include monthly curriculum newsletters, trip slips, homework notices, etc. These materials are translated by our bilingual staff members who include classroom teachers, our two parent coordinators, guidance counselor, and our bilingual paraprofessionals. Once materials have been translated, they are given to the School Aide who copies class sets based upon the spreadsheet. All written translation services are provided in house by school staff. All materials are submitted to translators a week before they are due, so that parents receive materials in a timely manner. All signage, forms, flyers, communication of all forms including workshop materials are provided in native languages.

In addition, we utilize materials provided by the Translation Interpretation Unit of the Department of Education.

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.

During the school year, all oral translations, except on parent teacher conference dates, are provided by school staff. On PT Conference dates, we supplement our translation support through the use of Center For Family Life staff members, and community leaders recommended by our Council representative. During school-wide meetings the use of simultanelous translation devices are made available to parents. In addition, our phone messaging system is in Chinese, Spanish and English.

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>.

As per Section VII of Chancellor's Regulations A-663, we are providing timely notification to parents of events and important information in native language - written and oral. We do this through the utilization of grade-level translators, school-wide translators, the Office of Translation and Interpretation Services and community leaders. At the beginning of the school year, all families are provided with a Parent Handbook translated in native language. This handbook includes the Parent Bill of Rights. Safety procedures are also included in this handbook.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>PS 503</u>	DBN: <u>20K503</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>597</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>50</u> # of certified ESL/Bilingual teachers: <u>25</u> # of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PROGRAM 1: AFTER SCHOOL 5th GRADE ENGLISH LITERACY DEVELOPMENT FOR ELLS: A major goal for PS 503 is to ensure that its approximately 70 5th graders matriculate to schools of their choice and that best meet their academic needs. This after-school program is designed to enhance students oral vocabulary and reading and writing skills thereby improving their overall literacy abilities. Students are provided with additional instruction in persuasive writing and oral presentation. Since these students will be moving on to middle school this program helps them learn the language necessary to advocate for their needs.

The program is 4 weeks and runs from November 1st – December 6th. Six ESL certified teachers meet weekly, Monday to Friday from 3:15 to 4:45, with groups of 10-12 students to teach such skills as recognizing patterns in geometry, verbal, written and visual analogies, identifying supporting details and transitional words to help with elaboration, and comprehending directions and improving listening skills. The teachers assist the students in developing persuasive essays as well as oral presentations.

PROGRAM 2: AFTER SCHOOL THEME BASED HANDS-ON LANGUAGE IMMERSION PROGRAM Grades K-5: Based on NYSESLAT results, class assessments, and past ELA tests, we know that our ELL children lag in two areas. They have difficulty reading/comprehending non-fiction material and answering related questions. Our students also struggle with essay writing. While they have structure in place, they do not support their ideas with evidence from their readings. It has been our observation that kindergarten students acquire English language at a more rapid pace than older students. It is our belief that this is due to the method of instruction used with young children. Kindergarten classes generally provide theme based hands-on courses of study. Students explore all aspects of language, reading, writing, listening and speaking while focusing on different aspects of one topic. “Programs that include hands-on learning can help immigrants or students from traditionally underserved communities become more engaged in learning and invested in completing their education.” We currently have 302 kindergarten and 1st grade, 160 2nd and 3rd grade, and 135 4th and 5th grade English Language Learners who can benefit from this type of instruction. Our after school program will specifically target these students. From November 12th to June 14th students will meet in groups of 15 – 20 students with ESL certified and general education teachers and will be immersed in all areas of literacy and language acquisition around specific themes. The general education teacher provides the expertise in reading instruction and the ESL teacher provides the expertise in ESL instruction and supports. Instruction and exploration will be through the use of non-fiction texts and related exploratory materials. Classes will run from 3:30-5:00 two times a week for 5 week cycles. Instruction will be in English with ESL supports, however non English speakers will be additionally supported by our bilingual staff.

1. Cabral, L. (2006). Twenty-first century skills for students: Hands-on learning after school builds school and life success. New Directions for Youth Development, 110. Maiden, MA: Wiley InterScience.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The following professional development will be specifically targeted to our TITLE III programs.

PROGRAM 2: AFTER SCHOOL THEME BASED HANDS-ON LANGUAGE IMMERSION PROGRAM: The teachers participating in this program will be given an hour of professional development each week for duration of each 5 week cycle, from November through June 2013, Wednesdays, 3:30 - 4:30 PM. During these sessions, the English Language Learner Instructional Coach, ELA Coach and ESL Coordinator (Maria DellaRagione, Beth Hickey and Allison Demas) will provide instruction on a variety of aspects of non-fiction reading instruction. Topics include, but not be limited to, how to interpret headings, how to teach fact versus opinion, how to use table of contents and index, how to provide visual ESL supports, and how to teach the use of graphic organizers. In addition, on Fridays, 8:00 - 8:50, the ELA Coach (Beth Hickey) provides professional development around such non-fiction topics as, but not limited to, how to teach how to add new information to previously learned information, how to determine important facts from unimportant facts and how to create concept webs. The above mentioned professional development sessions are in addition to on-going ESL professional development provided throughout the schoolyear as described in the school's Language Allocation Policy.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent engagement is a critical component of our program. Workshops are offered before, during and after school for 45 minutes, Tuesday- Friday, each month, September-June a minimum of 4 workshops each month. The scheduling of the workshops is flexible to accommodate ELL parent availability (e.g. 8:00 am, 9:00 am, 2:00 pm, 3:30 pm). Parents of ELLs will receive a series of workshops on supporting their ELL children. Topics include how to understand the report card, how to help your child as a reader (each workshop is specific to reading levels) , how to help your child in math (each workshop is specific to grade), how to help your child with homework, how to help your child with non-fiction reading strategies, how to support the children in writing, how to prepare for Parent Teacher Conferences. ELL parents (@ 20 parents per workshop) attend the workshops that will specifically help their students. These workshops provide the specific skills that parents need to support their children at home and help achieve academic success. These workshops are presented by a team of teachers including the ELA coach, Math coach, ESL coordinator, ESL certified teachers and general education teachers.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

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