



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: OAKLAND GARDENS SCHOOL

DBN: 26Q203

PRINCIPAL: CAROLE NUSSBAUM

EMAIL: CNUSSBAUM@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

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
Carole Nussbaum	*Principal or Designee	
Denise Balabushka	*UFT Chapter Leader or Designee	
Mary James	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Del Vecchio	Member/Teacher	
Heather DeVoy	Member/Teacher	
Sandra Leahy	Member/Teacher	
Jennifer De Vito	Member/Parent	
Cathy Lin	Member/Parent	
Sophia Yang	Member/Parent	
Theresa Wong	Member/Parent	

** 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

Annual Goal #1 Based on the data from the 2012 NYS ELA assessment, a minimum of 80% of 4th and 5th grade students will achieve a level 3 or higher on the NYS ELA Assessment by focusing on written responses (i.e.; analysis, opinion, argument) to informational text as per CCLS.

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.

- ✓ **Current DOE Mandates**
- ✓ **CCLS Identified ELA in the Citywide Instructional Expectations (see chart below) building upon the work done during the 2012-2013 school year**

ELA

Grade Band		Literacy Focus Reading, Writing, Speaking/Listening, and Language
Pre-K-2		Reading Informational Text Standards 1 & 10; Writing Standard 2 Speaking/Listening Standard 1; Language Standard 6
3~5		Reading Informational Text Standards 1 & 10; Writing Standard 1 Speaking/Listening Standard 1; Language Standard 6

- ✓ **Inquiry Team Analysis of student work by collaborative teacher teams**
- ✓ **2012 ELA Assessment Scores (ELA 88%)**
- ✓ **Fountas & Pinnell Benchmark Assessments**
- ✓ **Teacher – made assessments**
- ✓ **Acuity/Benchmark Assessments**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - ✓ **All classrooms have Fountas & Pinnell Non-Fiction Libraries to meet the new mandates.**
 - ✓ **Reach for Reading non-fiction reading program(National Geographic) in grades K – 2.**
 - ✓ **Ladders non-fiction reading program (National Geographic) in grades 3-5.**
 - ✓ **Instruction will be driven by analyzing the formative data (e.g., teacher created materials).**
 - ✓ **School R.T.I. Plan.**
 - ✓ **Administration will provide on-going staff development.**
 - ✓ **Staff will participate in P.D. opportunities provided by Network and school.**
 - ✓ **Staff will turnkey strategies learned from outside P.D.**
 - ✓ **Teachers will use Engenuity Product Pouches/Cards as well as other materials to differentiate instruction by creating products that connect to the IIM Research process.**

- ✓ Curriculum Mapping aligned with the CCLS.
- ✓ Thinking Maps in grades Pre-K through 5.
- ✓ All teachers have an SBO 1 hour lunch period where they meet weekly to discuss, plan and analyze goals and data
- ✓ Smart Boards in grades K – 5 and P.D. has been provided to all teachers.

The implementation of this goal is on-going; beginning September 2012 and continuing through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **Curriculum Conferences will be conducted by classroom teachers (Grades Pre-K through 5) during the month of September.**
 - **Parents will be provided access to ARIS as a means of monitoring their child’s performance and progress and encouraged to visit the site frequently.**
- Provide parents with frequent reports on their child’s progress through:
 - Communication notebooks
 - ARIS Parent Link information
 - Workshops addressing NYS Assessment Tests
 - Information sessions explaining the new CCLS
 - Student report cards
 - Parent~Teacher Conferences
 - Promotion in doubt letters
 - Distribution of Individual Student Reports (ISR)
- Encourage daily use of classroom Parent Comment Goal Book
- Use School Messenger system to its fullest capabilities.
- Distribute DOE publications and information (e.g. Respect for All, Guide to NYC Public Schools, Discipline Codes)
- Translate Materials and ensure distribution of translated DOE materials.
- Maintain regular contact with families about student progress
- Involve families as partners in the assessment process
- Staff and parents will have orientation at the beginning of each year giving parent’s incisive insight into what the expectations are for their children by giving out in-depth information in both folders and handouts.
- Facilitate workshops for parents in topics related to student achievement such as: ARIS, Acuity, Benchmark Assessments, CCLS, Quality Review, Progress Report, ESL, and Special Education.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X **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:

Curriculum Development PS: TL FSF

Professional Development: TL Transfer Incentive

Inquiry Team: ARRA RTTT Citywide Instructional Expectations

Data Specialist: ARRA RTTT Data Specialist

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).

As a Non Title I school, Tax levy covers all needs, STH funding used only for students in temporary housing

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- ✓ **By June 2013, a minimum of 85% of all grade 4 and 5 students will achieve a level 3 or higher on the NYS Mathematics Assessment with a focus on the CCLS Standard of Practice constructing viable arguments/critique the reasoning of others.**

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.
 - ✓ **2012 NYS Math test scores (Math 98%)**
 - ✓ **Teacher assessments (formal and informal)**
 - ✓ **Acuity/Benchmark Assessments**
 - ✓ **Current DOE mandates**
 - ✓ **Citywide Instructional Expectations CCLS Math (see chart below) building upon the work done during the 2012-2013 school year**

MATH

Grade Band	Domain of Focus		
PK-K	Operations and Algebraic Thinking	AND	Mathematical Practices Model with Mathematics And/or Construct Viable Arguments and Critique the Reasoning of Others
1-2	Number and Operations in Base Ten		Model with Mathematics And/or Construct Viable Arguments and Critique the Reasoning of Others
3	Operations and Algebraic Thinking		Model with Mathematics And/or Construct Viable Arguments and Critique the Reasoning of Others
4-5	Number and Operations- Fractions		Model with Mathematics And/or Construct Viable Arguments and Critique the Reasoning of Others

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ **Classroom Instruction will be driven by in depth analysis of formative data (e.g., Acuity Benchmark and Baseline Assessments, Teacher Made Tests, etc.)**
- ✓ **Pearson EnvisionMath program in grades K – 5.**
- ✓ **Thinking Maps**
- ✓ **Curriculum Maps**
- ✓ **Administration will provide on-going staff development.**
- ✓ **All teachers have an SBO 1 hour lunch period where they meet weekly to discuss, plan and analyze and reflect on their goals and data.**

The implementation of this goal is ongoing; beginning September 2012 and continuing through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **Curriculum Conferences will be conducted by classroom teachers (Grades Pre-K through 5) during the month of September.**
 - **Parents will be provided access to ARIS as a means of monitoring their child's performance and progress and encouraged to visit the site frequently.**
 - Provide parents with frequent reports on their child's progress through:
 - Workshops addressing NYS Assessment Tests
 - Information sessions explaining the new CCLS
 - Student report cards
 - Parent~Teacher Conferences
 - Promotion in doubt letters
 - Distribution of ISRs
 - Encourage daily use of classroom Parent Communication/Comment Goal Book
 - Use School Messenger system to its fullest capabilities.
 - Distribute DOE publications and information (e.g. Respect for All, Guide to NYC Public Schools, Discipline Codes)
 - Translate Materials and ensure distribution of translated DOE materials.
 - Maintain regular contact with families about student progress
 - Involve families as partners in the assessment process
 - Staff and parents will have orientation at the beginning of each year giving parent's incisive insight into what the expectations are for their children by giving out in-depth information in both folders and handouts.
- Facilitate workshops for parents in topics related to student achievement such as: ARIS, Acuity, Assessments, CCLS, Quality Review, Progress Report, ESL, and Special Education.

Budget and resources alignment

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

Curriculum Development PS: TL FSF
Professional Development: TL Transfer Incentive
Inquiry Team: ARRA RTTT Citywide Instructional Expectations
Data Specialist: ARRA RTTT Data Specialist

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).
As a Non Title I school, Tax levy covers all needs, STH funding used only for students in temporary housing, Title 11a used for supplementary AIS teacher

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, 10% of all ELL students will show progress by 1 proficiency level (e.g., beginner, intermediate, advanced, proficient) on the NYS English as a Second Language Achievement Test (NYSESLAT).

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.
 - ✓ NYSESLAT scores
 - ✓ LAP
 - ✓ ESL Teacher
 - ✓ RLAT Report
 - ✓ RNMR Report

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - ✓ Each first grade ELL student will be given the mandated instructional time for English as a Second Language as per CR Part 154.
 - ✓ ELL students will be grouped according to their needs (writing, reading, listening, and speaking) and by their proficiency level (e.g., Beginner, Intermediate, Advanced, and Proficient).
 - ✓ School AIS/RTI plan
 - ✓ Strategies to accelerate ELLs' academic achievement and English language acquisition include scaffolding tools, explicit ESL instruction, and native language support.
 - ✓ Instruction will include guided reading, writing through content areas and various genres, vocabulary acquisition, and oral communication.
 - ✓ PPT meetings, AIS/RTI meetings, & Grade Inquiry meetings
 - ✓ ESL & Classroom teacher articulation
 - ✓ Title III after school program

The implementation of this goal is ongoing; beginning in September 2012 and continuing through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Translate Materials and ensure distribution of translated DOE materials.
 - Align Translation & Interpretation budget

Budget and resources alignment

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

As a Non Title I school, Tax levy covers all needs, STH funding used only for students in temporary housing, Title III supports supplementary ELL needs

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	AIS services enable students in Grades K-5 to receive remediation in reading, writing, listening, and oral language aligned with the CCLS. Students in Grades K-3 are screened for participation based on Fountas and Pinnell and overall academic progress, and students in Grades 4 and 5 are selected based on standardized reading examination and overall academic progress. Teacher made remedial intervention materials are used in order to address deficits in the areas of English Language Arts with a concentration on the CCLS.	AIS students meet 1 to 2 times a week in a small group setting.	AIS services are provided during the school day.
Mathematics	AIS services enable students to receive at-risk services focusing on all facets of mathematics and aligned with the CCLS. Teacher made remedial intervention materials are used in order to address deficits in the areas of numerical operations and math problem solving.	AIS students meet 1 to 2 times a week in a small group setting.	AIS services are provided during the school day.
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><u>At-Risk Services provided by the Guidance Counselor</u>— The Guidance Counselor focuses on socialization skills, anger management, bereavement, and study skills.</p> <p><u>At-Risk Services provided by the Social Worker</u>-- The Social Worker focuses on socialization skills, anger management, bereavement, and study skills.</p> <p><u>At-Risk Speech and Language Therapy</u>—The Speech and Language Teacher focuses on deficits within the areas of expressive and receptive speech.</p>	<p>Students meet 1 time a week in a small group setting.</p> <p>Students meet 1 time a week in a small group setting.</p> <p>Students meet 1 time a week in a small group setting.</p>	<p>AIS services are provided during the school day.</p> <p>AIS services are provided during the school day.</p> <p>AIS services are provided during the school day.</p>

	At-Risk Occupational Therapy —The Occupational Therapist focuses on deficits within the areas of fine motor skills and/or organization skills.	Students meet 1 time a week in a small group setting.	AIS services are provided during the school day.
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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.

Hiring is done internally from the pool of nearly 50 student teacher candidates each year as well as approximately 500 unsolicited resumes received.
Appropriate staff will participate in various PD opportunities as well as attending in-house staff development

**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 Debra Maldonado/Mae Fong	District 26	Borough Queens	School Number 203
School Name PS 203 The Oakland Gardens School			

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

Principal Carole Nussbaum	Assistant Principal L. Wechsler
Coach	Coach
ESL Teacher S. Silverman	Guidance Counselor C. Pitkin
Teacher/Subject Area J. Simons SETSS/AIS Teacher	Parent Sophia Yang/P.T.A.
Teacher/Subject Area T. Shen ELL/IEP Teacher	Parent Coordinator D. Halpern
Related Service Provider L. Gamzo/Speech Provider	Other V. Gold /SETSS Teacher
Network Leader Mae Fong	Other V. Angelidakis/Testing

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	2	Number of certified bilingual teachers	0	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	810	Total Number of ELLs	66	ELLs as share of total student population (%)	8.15%
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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. Upon initial enrollment of their child, all parents complete the revised 2006 Home language Identification Survey (HLIS). An interpreter is available, and a translated version of the HLIS is on hand in various languages. An interview is conducted with a licensed certified pedagogue (S. Silverman-ESL Teacher, T. Shen-IEP teacher, V. Angelidakis-Testing Coordinator, L. Wechsler-Assistant Principal, C. Ordas-Assistant Principal) to help with completion of the survey. Eligible students, based on the HLIS, are tested with the Language Assessment Battery-Revised (LAB-R) within ten days of their first day of school. Students are tested by the certified ELL teacher, S. Silverman, in the ESL classroom. The LAB-R is given individually to all eligible newly admitted students. Additionally, if a Spanish speaking student does not score proficient on the LAB-R, he or she is given the Spanish LAB-R by a fully certified, licensed Spanish speaking pedagogue. This test determines the student's level of proficiency in Spanish.

In late April, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELL students who have a LAB-R indicating their entitlement for English as a Second Language (ESL) services. Using the New York City ATS system, reports are run to determine which students must take the NYSESLAT. The RLAT and RNMR reports are used to determine the students' eligibility. Testing dates are determined and informational letters are sent to parents in English as well as their native language. A parent meeting is conducted to explain the test and its implications. Students are tested in the four modalities (listening, speaking, reading, and writing) within the testing time frame allotted by New York State. The ESL teachers, Mrs. S. Silverman and Mr. T. Shen administer the test.

2. Students who indicate service eligibility on the LAB-R are sent an entitlement letter (Appendix C) within the first 10 days of school. The letter gives sufficient notice for a parent orientation meeting. This meeting informs parents of their choice of programs offered within New York City public schools. The meeting's agenda includes an introduction of the ELL staff, school administrators, interpreters, parent coordinator, and additional support staff that will work with ELL students. All forms are presented in the parents' native language. Moreover, parents view a DVD in English and their native language explaining the various second language acquisition programs. Interpreters are available to translate and assist with any questions and concerns parents may have. After a question and answer session, parents are asked to complete the Parent Survey and Program Selection form (Appendix D). All information regarding the three program choices, using a Powerpoint presentation, New York City program choice pamphlets, and the New York City video, are presented before the parents are informed of the program this school currently offers. These letters and forms are kept on file in the ESL room, along with copies of the HLIS. Should a TBE/DL program become available within the school, parents who previously chose these programs as their first choice will be informed and invited to attend an informational session to further assist them in their selection.

3. Several attempts are made to ensure the return of all parent surveys. If a parent fails to return the form after the initial letter is sent, or does not attend the parent orientation, a second letter is sent home within 5 days. Another letter is given at the fall parent teacher conferences in November. Parents are invited to the ESL room, where program choices are explained, and the video may be viewed. A subsequent attempt to retrieve the parent survey includes a letter sent home via certified mail in January. A final attempt includes the spring parent-teacher conferences in March. If a substantial amount of surveys have not been returned, an additional parent orientation meeting is held in May, in combination with the NYSESLAT parent information meeting.

4. All parent surveys are reviewed for program selections. P.S. 203 offers a Freestanding ESL program and students are placed according to proficiency level. Parents are informed of this ESL program at the parent orientation meeting and in follow up letters after the consultation.
5. Parents have consistently requested English as a Second Language as their program choice. Approximately 80% of the surveys show Freestanding ESL as the first program choice, while the Dual language program is chosen by less than 10%, with the Transitional Bilingual program as a distant third program choice.
6. English as a Second Language is our only program in this school. All parents have opted for this program, or rejected the transfer to another school for their first choice.

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	1	2	2	2								11
Total	2	2	1	2	2	2	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	6	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	60	0	6	6	0	6	0	0	0	66
Total	60	0	6	6	0	6	0	0	0	66

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0			2								2
Chinese	17	11	3	4	4	3								42
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0		1		1									2
Haitian	0													0
French	0													0
Korean	7	5	1		1	1								15
Punjabi	0													0
Polish	1													1
Albanian	0													0
Other	2	2												4
TOTAL	27	18	5	4	6	6	0	66						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.
 - a. English Language Learners (ELL), comprising less than 9% of the school's population, are educated by means of a Freestanding English as a Second Language (ESL) program, incorporating a pull-out model with homogeneous groups. Sixty-six ELL students spend the remainder of the day in all English content area instruction with native language support.
 - b. Two ESL teachers, S. Silverman and T. Shen, take the ELL students from their mainstream classroom and bring them together for small group English instruction. Students are grouped according to proficiency level (beginner, intermediate, and advanced) as determined by the New York State English as a Second Language Achievement Test (NYSESLAT), and current grade level.
2. Instructional time is based on the ELL student's proficiency level as outlined in CR Part 154 Regulations. Thirty-eight beginner and intermediate students receive 360 minutes of ESL instruction per week, while twenty-eight advanced level students receive 180 minutes of ESL instruction per week, and an additional 180 minutes of English Language Arts (ELA) instruction in their mainstream classroom. A balanced-literacy approach is used to foster rapid assimilation of ELL students into the academic and social community of PS 203. Instruction is aligned to the new Common Core standards as well. P.S. 203 has two ESL teachers on staff. Students are grouped according to proficiency level and grade. One teacher provides instruction to third, fourth, fifth grade students, and the self-contained ESL special education class. The other ESL teacher provides instruction to the kindergarten, first, and second grade students.
 - a. Explicit ESL is delivered through a balanced literacy approach which incorporates content area curriculum. The use of ESL methodology and instructional strategies, coupled with scaffolding learning, is the foundation of this approach. In order for students to develop critical thinking skills, problem-solving strategies, and communicate proficiently in English, educational programs utilized throughout the school scaffold students' learning as they progress through stages of language acquisition. Effective practices such as graphic organizers, semantic maps, modeled writing, and read alouds foster academic language development. ESL teachers teach to varied learning styles; encourage students to participate in class; give students more wait time (at least 15-20 seconds); use lots of visuals, including real-life pictures; use physical activity, Total Physical Response, model, role-play, act out; use concrete language and questions; incorporate the four skills of language acquisition: reading/writing/listening/speaking; and check understanding using "show me" techniques. ELA instruction is incorporated in the ESL classroom in addition to the mainstream classroom.
3. Scientifically based research on second language acquisition is the foundation of instructional planning for ELL students at P.S. 203. While the language of instruction at P.S. 203 is English, students' native language literacy skills are taken into consideration in order to diversify instruction. Teachers understand that students need to be exposed to large amounts of comprehensible input to develop all areas of second language acquisition so they use the following strategies to accomplish this goal:

A. Programming and Scheduling Information

In the primary classroom, oral language activities are emphasized to make content more comprehensible. The strategies used to help students in their listening and speaking include; giving an opinion (responding to a book), narrating (sharing a personal experience), describing (people, things, and story characters), giving instruction (how to make something, or steps in a lifecycle), and hypothesizing (what do you think will happen if...). Teachers understand the need for students to produce comprehensible output as well. For example, in an interactive classroom, the teacher engages in a dialogue with the students, and encourages more than single-word answers. To enrich language development, teachers use group work, in which ELL students have the opportunity to interact with more students who are more proficient in English and use language in a task oriented and meaningful way. This group work gives students who are less proficient in English the opportunity to build academic language from interaction with an English proficient partner.

The process of writing occurs through the content areas. Teachers use strategies across a variety of genres to make writing meaningful for the ELL students. Mini-lessons, including 'thinking aloud' and modeling, demonstrate the writing process. Teachers use the Independent Investigation Method (IIM) with students to produce writing pieces. Writing centers encourage independent work, as well as provide access to tools such as dictionaries, high-frequency words, and editing checklists. Students also write collaboratively in pairs and groups, providing less confident ELL students with good models for writing. Beginner students are allowed to write in their first language, and proficient speakers of the same language may translate to ease any shyness and anxiety the newcomers may have.

The process of reading with beginning and intermediate ELL students includes providing as many non-verbal cues as possible by using pictures, real objects, demonstrations, gestures, and intonation cues. As students' proficiency develops, prior knowledge is activated, using graphic organizers, hands-on learning activities, and cooperative learning. Teachers plan the language objectives for all lessons, introduce key vocabulary and use pre-reading strategies to help ELL students in their language development. There is an emphasis on academic vocabulary. Students are given the opportunity to use this vocabulary in oral and written form. Word walls, illustrations, real picture files, and art projects are used to help students organize and retain new vocabulary. Students are encouraged to write out vocabulary using pictures and add labels to the words.

4. Spanish speaking students who score less than proficient on the LAB-R are given a Spanish Language Assessment Battery to determine their proficiency in their native language. Additionally, the native languages of the ELL students are used throughout the school year in a variety of ways. Students have the opportunity to refer to bilingual content-area glossaries, picture dictionaries, and English-native language dictionaries during the school day. Students who speak the ELL students' native language are encouraged to translate for clarification. In the ESL classroom, ELL students are given the opportunity to write in their native language. This writing may be assessed for proficiency by a teacher who is fluent in the student's native language. ELL students, especially at the beginner and intermediate levels, may write their names in their native language, and are encouraged to share a greeting, such as "Good morning", in their native language. Welcome signs in numerous languages are present in the classroom. Students are never reprimanded for using a language other than English, but rather encouraged and rewarded for their attempts to use their new language. Interpreters are present throughout the building, and are provided for parent-teacher conferences as needed. Notes are sent home in English and the native language, if necessary.

5. Differentiated instruction is an approach to planning so that one lesson is taught to a group of students while meeting the individual needs of each child. There are a variety of activities and teaching strategies used at P.S. 203, including the use of different texts, picture books or short stories at a reading level appropriate for each individual student. Teachers can use flexible groups and have students assigned to alike groups listening to books on tape. Students have a choice to work in pairs, groups or individually, but all students are working towards the same standards and objectives.

a. Presently, there are no SIFE students at PS 203. However, there are steps in place to assist these students in second language acquisition. In addition to providing the mandated ESL services, SIFE students are entitled to participate in any before and after school programs appropriate for their grade level. Furthermore, content area subjects, such as math, science, and reading, are explained and taught through a tutorial group offered during the school day, Monday through Friday, 8:40-9:15.

b. Upon initial enrollment, all ELL students are given a newcomer package. Included in this package is the Oxford Picture Dictionary for Kids, the Oxford Picture Dictionary Translated Version, the Longman Picture Dictionary (with listening CDs), numerous native language content-language glossaries, various independent workbooks, a handwriting component, and a guide for the classroom teacher. This packet is designed for independent and partner use. Students can work at their own pace and alongside a peer who speaks their native language. Teachers are given tips to help make newcomers feel comfortable in their classrooms, as well as assessment guidelines and teaching strategies specific to ELL students. Test accommodations, including extended time and separate location are used for state tests. Tutorials are offered for all New York State testing subjects, and take place during the school day, 8:40-9:15, Monday through Friday, as well as in an after school program. P.S. 203 offers math, science, and reading clubs to all ELL students, along with a self-sustaining after school homework help program. Furthermore, our Title III after school program is strictly for ELL students, and blends fairy tales, folk tales, and tall tales with literacy strategies to help prepare students for the New York State ELA exam.

c. For ELLs receiving services 4 to 6 years, academic language is modeled in the classroom in order for these students to transition

A. Programming and Scheduling Information

from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). Teachers strive to create a challenging setting where instruction is adjusted for students to work within their zone of proximal development. Instruction is aligned with the new Common Core standards. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are accountable talk read alouds, a print-rich environment, shared reading texts, leveled libraries, writing and listening centers. Small group instruction, such as guided reading and mathgroups, and tutorials, is planned based upon various assessments, including the ELL interim assessment. Classroom and ESL teachers coordinate to design lessons that compliment content area instruction while taking different cognitive learning styles into consideration. Individual and group projects, oral presentations, and numerous writing samples are all used to assess the development of students' progress and growth. ELL students are given the opportunity to utilize the computer lab and classroom computers, where various kinds of software and online internet access are available to improve literacy, writing, and research skills. Materials used in order to teach the four modalities of listening, speaking, reading, and writing are as follows: authentic literature with accompanying audio cassettes; charts, graphs, diagrams, visuals, graphic organizers, manipulatives, computer resources, Oxford picture dictionaries; Being a Writer program; Rosetta Stone interactive language experience software; Rally Science Rehearsal; Houghton-Mifflin ESL reading series, Carolyn Graham Jazz Chants, author study materials, and biographies. The Rosetta Stone materials are used by ELL students in the computer lab for two 45 minute blocks per week.

d. Every long-term ELL student will receive instruction specific to his or her individual needs, as per his or her Individualized Education Plan (IEP). Students who need to achieve proficiency in listening and speaking are grouped accordingly and are instructed with choral speaking, role-playing, puppetry, and storytelling. A balanced literacy approach will be utilized in providing assistance in reading and writing. The workshop model is coupled with various TESOL techniques, such as repetition, visual aids, modeling, and hands-on activities, to aid students in achieving proficiency in these modalities. Various instructional strategies and materials, as well as a focus on multiple forms of intelligences and scaffolding, will be used to enhance second language acquisition. Enrichment is built in to the school day to help these students achieve proficiency.

6./7. A comprehensive, research-based, language development program, Carousel of IDEAS, will be implemented by our fully certified ESL teachers, Mrs. S. Silverman and Mr. T. Shen. This program is based on scientific research on how children best learn a new language. It is used four times a week in 45 minute blocks. Included in our writing curriculum is the research-based Being a Writer program, which focuses on the writing process. This is used five times a week in 45 minute blocks. These ELL students will also receive content area instruction during their ESL periods. Additionally, these students participate in the 37 ½ minutes of extended time offered before the start of school, Tuesday through Thursday, as well as the enrichment period offered during the school day from 8:40-9:15. A pupil personnel committee meets regularly to evaluate the progress of each student.

A number of our long-term ELLs are in self-contained special education classes with fully certified special education teachers, Ms. M. DaCova, and Ms. K. Lew. Other long-term ELLs also receive support services. Additional academic help is provided by our AIS teacher, Mrs. V. Angelidakis, a fully certified reading teacher. Resource room (SETTS) is provided for these students as indicated in their IEP by fully certified SETTS teachers, Mrs. V. Gold and Mr. J. Simons. Guidance counseling is also provided for those students in need by Ms. C. Pitkin, a fully certified guidance counselor. These interventions will occur throughout the school year to ensure that these students receive the attention and instruction they require in achieving proficiency in the English language.

Courses Taught in Languages Other than English ⓘ

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

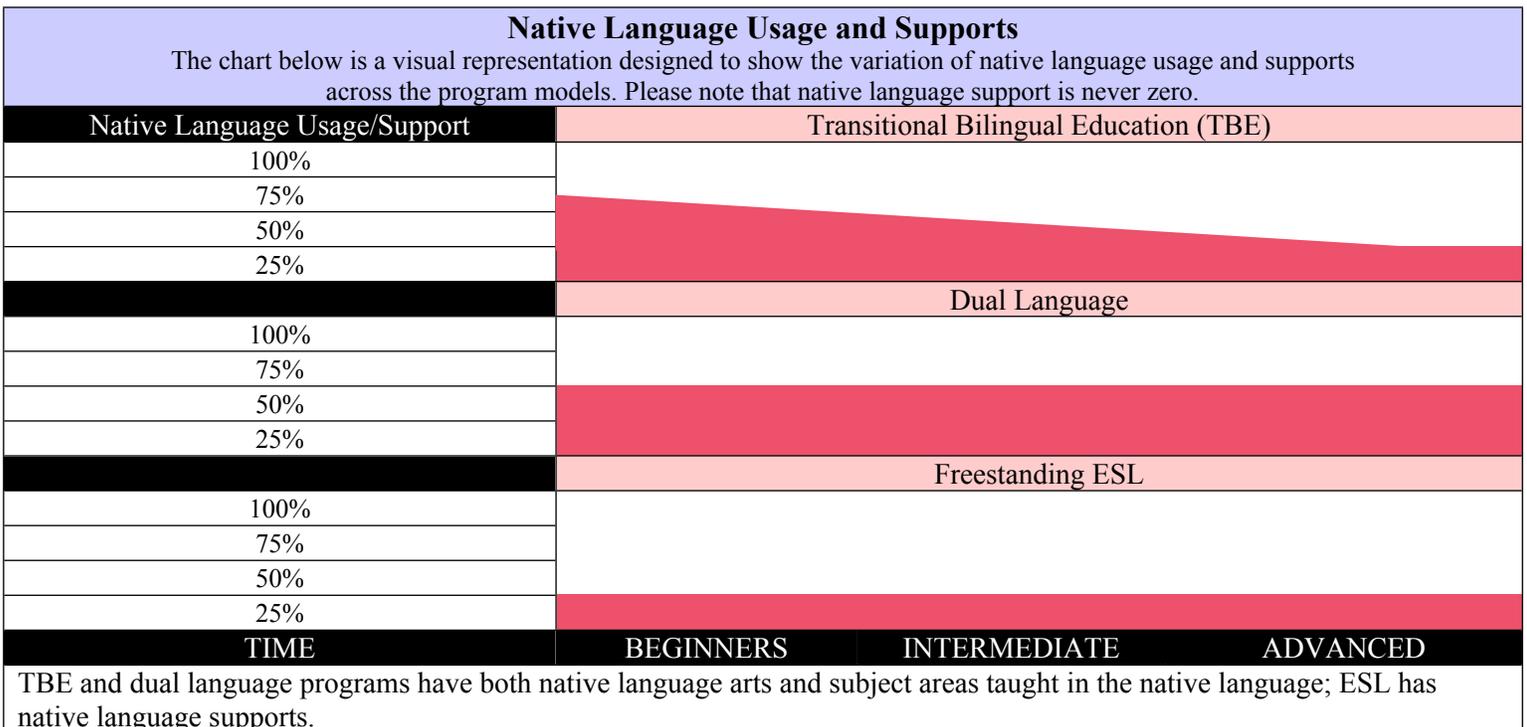
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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. AT P.S. 203 there are targeted intervention programs for ELLs in ELA, math, and science. ELL students participate in tutorials during the school day from 8:40 to 9:15, Monday through Friday. These tutorials focus on reading strategies, math concepts, and science topics. Learning materials include the Essential Skills for Reading and Math Success by Rally. All tutorials are offered in English.

The Academic Intervention Services (AIS) team consists of the assistant principal, AIS teacher, SETSS provider, ESL teacher, reading specialist, speech and language teachers, as well as an occupational therapist, social worker, school psychologist, and a guidance counselor. The purpose of their weekly meetings is to discuss the needs of struggling students and students with special needs. ELL students are supported with intervention services to help with difficulties beyond the acquisition of the second language. ELL students may receive SETSS services after an evaluation proves these services necessary. Additional support for these students includes speech therapy and occupational therapy. Special education students at P.S. 203 are either placed in self-contained classrooms, or general education classrooms with SETTS, with placement determined by the students' IEP. If these students are entitled to receive ESL services, they are pulled-out with mainstream ESL students. Instruction is differentiated to meet the needs of these students. ELL students placed in a self-contained special education classroom may receive the support of a bilingual paraprofessional. This paraprofessional accompanies the ELL student to the ESL room, assists with learning tasks in both English and the student's native language, and supports second language acquisition within the classroom.

9. For students who recently achieve proficiency on the NYSESLAT, a tutorial reading and math program is provided two times per week from 8:40-9:15. Learning materials include the Essential Skills for Reading and Math Success by Rally. These newly proficient students stay in this program an average of two school years in order to advance academic language. Before and after school test preparation courses for the New York State mathematics and English Language Arts tests are provided utilizing Kaplan materials and resources. Testing accommodations are in place for these children for two school years after achieving English proficiency.

10. This year the ELL program has been extended to include the complete Ballard-Tighe curriculum for English language learners. This program addresses the four modalities on the NYSESLAT and provides a home school connection for parental involvement. In addition, a variety of native language stories and multicultural tales are going to be implemented this school year. Students will have an opportunity to study the tales in their native language as well as in English. At this point, all of our ELL programs have had great success, and are reviewed each year for efficacy.

11. In addition to being grouped by grade and class previously, students are now grouped according to proficiency level on the NYSESLAT. By grouping the students by ability and class, instructional time will be most effective for these students.

12. ELL students are afforded equal access to all school programs at P.S. 203. Tutorials are offered for all New York State testing subjects, and take place during the school day. Various clubs, including science, enrichment, drama, dance, and band are offered to all ELL students. ELL students are encouraged to participate in class plays, dance festivals, field day, and student organizations. Furthermore, our Title III after school program is strictly for ELL students. This program combines fairy tales, folk tales, and tall tales with literacy, art, and storytelling to help our ELL students foster second language acquisition.

13. Various instructional strategies and materials, as well as a focus on multiple forms of intelligences and scaffolding, will be used to enhance second language acquisition. ELL students are given the opportunity to utilize the computer lab and classroom computers, where various kinds of software and online internet access are available to improve literacy, writing, and research skills. Materials used in order to teach the four modalities of listening, speaking, reading, and writing are as follows: authentic literature with accompanying audio cassettes; charts, graphs, diagrams, visuals, graphic organizers, manipulatives, computer resources, including translated editions of the Worldbook online; Oxford picture dictionaries; Being a Writer program; Rosetta Stone interactive language experience software; Rally

Science Rehearsal; Houghton-Mifflin ESL reading series, Carolyn Graham Jazz Chants, author study materials, and biographies. Students study various genres, including poetry, historical fiction, narrative, non-fiction, realistic fiction, periodicals, and content area resources for shared reading.

14. In the ESL classroom the native languages of the ELL students are used throughout the school year in a variety of ways. Students have the opportunity to refer to bilingual content-area glossaries, picture dictionaries, and English-native language dictionaries during the school day. Students who speak the ELL students' native language are allowed to translate, especially in content area subjects. This content writing is assessed by a teacher who is fluent in the students' native language for signs of proficiency in that language. ELL students, especially at the beginner and intermediate levels, may write their names in their native language, and are encouraged to share a greeting, such as good morning, in their native language. Welcome signs in numerous languages, coupled with multilingual labels are present in the school building. Students are never reprimanded for using a language other than English, but rather encouraged and rewarded for their attempts to use their new language.

15. Yes, required services support, and resources correspond to ELLs ages and grade levels.

16. Translated materials are available in the school office for newly enrolled student and their families regarding school procedures and language preference.

17. While there are no language electives offered in an elementary school, P.S. 203 does offer an introduction to the Spanish language. Students from Cardozo High School volunteer on a weekly basis to come into the classrooms and teach our students Spanish vocabulary and phrases.

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

N/A

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.

Paste response to questions 1-3 here:

1. Both ESL teachers, S. Silverman and T. Shen, attend all ESL Liason meetings offered by CEI-PEA CFN 535. In addition, other workshops and programs for staff development are attended throughout the school year. Common branch teachers, subject area teachers, and special education teachers are encouraged to attend ELL workshops offered by the Office of English Language Learners. Professional development will be offered during the Chancellor's Conference day regarding the new Common Core Standards for ELA on November 8th, and on the Chancellor's Conference Day on June 7th regarding an emphasis on the new Common Core Standards throughout the content areas. An additional professional development will be held on a non attendance day TBD.
2. Upon graduation from the fifth grade, guidance counselors come from the feeder middle schools to articulate with the fifth grade teachers and discuss the needs of the ELL students. Students' cumulative folders are forwarded to their new middle school. Parent surveys and the original HLIS are included to show program preferences. Classroom teachers discuss specific needs of the students to ensure a seamless transition academically and emotionally.
3. Our ELL teachers provide professional development in second language learning, covering strategies for scaffolding learning and integrating content area instruction with second language goals. Teachers are given assistance in methodology and approaches for ELL students in the classroom, as well as assessment alternatives for these children. Staff development continues throughout the term at faculty conferences and grade meetings. Teachers are encouraged to view the Office of English Language Learners (OELL) emails regarding further staff development for pedagogues, as well as attend workshops for ELL training. Teachers maintain their own record keeping regarding their training.

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?

Paste response to questions 1-4 here

1. Parental involvement is seen throughout P.S. 203, especially with assemblies for school plays and events, PTA meetings, and fundraisers. Parents are welcome to share stories, songs, dances, and experiences in their native language, as evident in our annual Lunar New Year celebration. At this event, parents share their culture through food, music, and artwork, and are involved at every step, from planning dances and musical pieces, to offering a taste of their native cuisine. The definitive message to ALL parents is that using their own language with their children will assist in their child's progress and not hamper their English language learning. P.S. 203 has a balanced School Leadership Team along with an active PTA. Attendance at Parent Teacher conferences is 98%. Communication with parents is ongoing, with every child having a daily communication notebook that parents use frequently. Workshops are well attended.
2. P.S. 203 partners with Early Stages, Inc. which provides storytelling residences to all classes. Integrated into that experience is a strong home-school connection in which memorization, listening, and retelling are key components. Parent participation in the culminating session is being added to the residency program this year.
3. The Parent Coordinator is very active within the school community. The Parent Coordinator, in conjunction with the PTA, surveys parents for their interests (e.g. internet safety), and asks what workshops they would like that support student learning (e.g. understanding the Core Curriculum Learning Standards). The NYC School Survey results are carefully reviewed by the school administration and school personnel so as to address parents' areas of concern.
4. Translators are available during parent-teacher conferences. The PTA helps parents who need help in understanding presented materials. The ESL teachers, S. Silverman and T. Shen, hold a NYSESLAT meeting in the spring to discuss the structure and implications of the exam, and answer any questions and concerns the parents may have. Translated materials are provided, and interpreters are present. At parent teacher conferences, ELL teachers give pamphlets of important and useful information to ELL parents.

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)	16	5	2	1	2	0								26
Intermediate(I)	0	6	0	1	1	3								11
Advanced (A)	11	7	3	2	3	3								29
Total	27	18	5	4	6	6	0	0	0	0	0	0	0	66

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	0	0							
	I		2	1	0	0	1							
	A		9	3	1	5	1							
	P		4	1	3	0	2							
READING/ WRITING	B		5	2	0	2	0							
	I		6	0	1	2	2							
	A		3	1	2	1	2							
	P		1	2	0	1	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	0	1	5	1	0	7
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				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The early literacy skills of our ELLs are assessed using the Fountas and Pinnell Benchmark Assessment System. This assessment provides valuable insight into our students' needs. It allows for assessment, teaching, intervention, monitoring and supporting ELL students. Each student's instructional level for guided reading is determined, and effective instruction is designed to support student achievement. This assessment takes place three times per year: September/October, January/February, and May/June.

2. After careful analysis of the results of the 2011 NYSESLAT and LAB-R, data patterns reveal various strengths and weaknesses of our ELL students. All grades had students who mostly performed at advanced or proficiency level in the listening and speaking subtests of the NYSESLAT. In addition, most students did not achieve proficiency on the reading and writing subtest. For the LAB-R, most students Kindergarten children mostly performed at intermediate, advanced and/or proficiency levels for the listening/speaking subsets. However, their ultimate proficiency level was determined by their weakness in the reading/writing subtest. These results may be due, in part, to the possibility that kindergarten children have had more of an opportunity to use the second language in interaction with adults and other children. These children are new to the academic setting, and primarily speak their native language at home. Socialization is one of the primary objectives in kindergarten, and language use is prevalent in this process through songs, read alouds, and classroom direction. While reading and writing require knowing the symbols of the written language, listening requires recognizing the sounds of the language. However, in the kindergarten classroom, listening may be a challenge due to the "background noise" that makes it difficult for young children to comprehend what is being said.

For grades one through five, most students failed to achieve the proficiency level due to weaknesses in the reading/writing subtest. These children scored advanced and proficient on the listening/speaking subtests. Their primary weakness was the writing subtest. Since these ELL students' native language is primarily Chinese, Korean, and Arabic they must first learn a new writing script. Additionally, these languages have pronunciation differences and sounds that do not have an equivalent in English. If they are unable to hear differences between sounds, this will result in spelling difficulties that may impede meaning on the written portion of the NYSESLAT. Similarly, written language is more than just speech written down. Written language must be clearer than spoken language, relying less on reference words (i.e. this, that) and more on content words (i.e. nouns, verbs, and adjectives). As less effective writers, these students may focus primarily on spelling and grammatical correctness, and are not confident enough to write in varying genres or extended length.

3. NYSESLAT results do drive instructional decisions. Kindergarten and first grade use the phonics curriculum from McGraw-Hill to enhance their reading and writing skills. In addition, the entire school implements the Being a Writer program to strengthen their writing skills.

4.a. ELL students in grade three were administered the 2011 New York State English Language Arts (ELA) Examination. The total amount of ELL students tested was six, with three students in a self-contained special education class scoring at Level I (shows serious academic problems); one student receiving SETSS, as well as one student in a regular education class, scoring at Level II (partially meeting

learning standards); one student scoring at Level III (meeting learning standards); and no students scoring at Level IV (exceeding learning standards). This test offers no translated version, with students receiving certain accommodations such as time extension, separate location, and a third reading of the listening section. The 2011 New York State Math Examination was administered to seven ELL third graders, using native language translation and glossaries. One student scored at Level 1 (shows serious academic problems), three students scored at a Level II (partially meeting learning standards), one student scored at Level III (meeting learning standards), with two students scored at Level IV (meeting learning standards with distinction). Results show the importance of native language support for content areas, as ELL students performed at a higher level with translated materials and glossaries.

b./c. The ELL periodic assessment tests three areas of literacy: reading, writing, and listening. Results of the latest test revealed a weakness in the reading sub-strand for grades three to five. The writing strand was the strongest component of the test based on the item analysis report. These students are then grouped accordingly for tutorial sessions in reading strategies during the school day. Classroom teachers are also given these results to tailor instruction to the student's needs. Inquiry teams are also in place to examine these results and further drive instruction. Native language support is used through translated glossaries throughout the content areas. Students and parents receive copies of this valuable tool to aid in the acquisition of English in the academic areas.

6. Success of our ELL program is seen through advancement in the four levels of the NYSESLAT (beginner, intermediate, advanced, and proficient). Most students, over 95%, move to the next level of proficiency (i.e. beginner to intermediate, or advanced to proficient) on this test. Those students who do not advance to the next level are given extra support in their particular area of weakness.

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.

All stakeholders share in the goal of each and every English Language Learner meeting the high standards set for all of our students. Great care, attention, and dutiful planning are provided for these students to achieve their goals at P.S. 203 and beyond.

Part VI: LAP Assurances

School Name: 203

School DBN: 26Q203

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carole Nussbaum	Principal		10/14/11
Leslie Wechsler	Assistant Principal		10/14/11
Debra Halpern	Parent Coordinator		10/14/11
Stacey Silverman	ESL Teacher		10/14/11
Sophia Yang	Parent		10/14/11
Jordan Simons	Teacher/Subject Area		10/14/11

School Name: 203

School DBN: 26Q203

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tony Shen	Teacher/Subject Area		10/14/11
	Coach		
	Coach		
Cassandra Pitkin	Guidance Counselor		10/14/11
	Network Leader		
Vivian Gold	Other <u>SETSS</u>		10/14/11
Voula Angelidakis	Other <u>Testing Coordinator</u>		10/14/11
Lisa Gamzo	Other <u>Speech Provider</u>		10/14/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26q203 **School Name:** Oakland Gardens School

Cluster: 5 **Network:** 535

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.

- a. HLIS survey
- b. ATS RPOB report
- c. ELL parent orientations
- d. NYC DOE Home Language preference letter
- e. Survey to each classroom teacher requesting additional identification of families they also felt would benefit from receiving translated materials.
- f. RHLA report
- g. Blue Emergency Cards
- h. ARIS administrative details report by class

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.

Data results indicate most need as English: 52%, Chinese: 29%, Korean: 14%, Spanish: 2%. This information is shared at School Leadership Team meetings and at PTA meetings.

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.

Written translations of DOE documents are sent out as per points in question 1, above, whenever possible. When time allows, material is sent to the DOE Translation Unit. Time sensitive materials are translated in-house by either staff or parent volunteers. Multi-language stamps for "Important Information" and "Exciting Opportunity" are added to documents sent home that have not been translated en toto. General information materials (e.g., attendance procedures) may be sent in to the Translation Unit in the spring for distribution in our Parent Handbook in the fall.

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.

Oral interpretation is handled on an as-needed basis. Staff and parents assist with interpretation. Interpreters are generally present at PTA meetings and workshops. The administration and staff always ask if a parent would like an interpreter present when an individual meeting is scheduled. The Translation Services languages available card and I Speak card are at the security desk and in the Main Lobby for parents.

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>.

Signage is in the Main Lobby. "I Speak" cards available. Language Access Kit materials utilized. The Regulations are available in the Main Office, in the PTA room and at the Parent Coordinator's desk, including Parents Bill of rights. The school regularly refers parents/guardians to the DOE website for additional translation information and translated versions of documents and resources

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Oakland Gardens~PS 203	DBN: 26q203
Cluster Leader: Debra Maldonado	Network Leader: Ellen Padva
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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: 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: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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:

P.S. 203 presently has an ELL program that consists of small group pull out classes arranged by grade and proficiency level (beginner, intermediate, and advanced). In addition, we have a push in component for various students who require a double period of additional instruction. A balanced literacy approach is used to foster rapid assimilation of ELL students into the academic and social community of the P.S. 203 Oakland Gardens School.

With the supplemental money provided by Title III funding, it is our intention to serve all the ELL students, beyond the programs required under CR Part 154. The language of instruction will be in English. The rationale for the selection of the program/activities comes directly from our CEP and the continued mission to provide innovative strategies for ELL students that support their improvement in academic achievement. We will continue and expand the Storytelling component as the thread with which to tie all the pieces together. The rationale for using storytelling as the lynch pin to the program is its unique combination of providing grammar, syntax, vocabulary, listening, writing, remembering, retelling, socializing skills and it acts as a connector to the Common Core Learning Standards. Used in conjunction with Rosetta Stone and Muzzy software in the computer lab, the technologically enhanced program will enrich core curriculum and will extend school services beyond what is presently offered to our ELL population and community. In addition, creativity and critical thinking activities will be incorporated. The previously collected student learning profile data from student interest surveys supports the rationale for conducting weekly mini-lessons with Rosetta Stone and Muzzy as the top three learning styles of our students are games, discussion and technology. Teaching to interests and learning styles will improve the chances for a successful outcome. It is our sincere expectation that with this program, ELLs will be able to use the skills attained and reinforced during this program in the regular school day.

This program will provide “direct supplemental instruction” after school for 22 sessions of two hours each to our ELL students to serve the needs of our inter-dependent community. Two ESL teachers and a teaching artist~storyteller from Early Stages, Inc., will be part of the implementation of this program. The upper grades group will be working on creating their own newspaper, incorporating the use of a variety of writing genres. The lower grades group will focus on writing, listening, retelling and direction based skills through the use of fairy tales. Early Stages teaching artists will come in for 3 class sessions with the students (April 17, April 24, and May 8) Their work will reinforce and strengthen their listening and retelling skills as a supplement to the teachers work and prepare them for their presentation to the parents. A supervisor will be hired for the duration to support and supervise the implementation of this program, staff, and students as it takes place outside regular school hours. In addition, the 2 teachers

Part B: Direct Instruction Supplemental Program Information

and the supervisor will meet 2 times (2 hours each time) to plan the program before sessions with students begins.

We will offer this supplemental program to all our current ELL students, as well as offering it to recently tested out ELLs who continue to benefit from additional support. We will meet the differentiated needs of the students based on the children who attend the program. The students will be broken into groups based on grade and proficiency level: beginner, intermediate and advanced proficiency. The 22 weeks will be broken down into mini-sessions (14 weeks for students in grades 3, 4, and 5 from November 28, 2012 through March 13, 2013 and students in grades 1 and 2 for 8 weeks from March 20, 2013 to May 15, 2013.) The mix of children will allow for differentiated instruction and group work. The teachers will meet again with the all students to prepare (May 22) and present (May 29) their work to the families of the ELLs. This culminating portion of the program will increase the students' understanding, knowledge, and process for oral presentation of their work.

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 entire school community of PS 203 consists of 865 students, of whom more than 50% are bilingual. Due to this factor, our staff and student body are aware and sensitive to the needs of our ELL population. All stakeholders work together on a continual basis to ensure that ELL students are welcomed and feel comfortable in taking the necessary risks that will enable them to achieve within the school setting. All classroom, cluster, specialty teachers, and paraprofessionals are informed and knowledgeable about the specific services and instruction that ELL students are mandated to receive. There is ongoing professional development for all staff members so that they may be kept aware of changes and status regarding the LAP. In addition, teachers attend ongoing offsite conferences concerning ELL strategies and research to be implemented in their classrooms and now in alignment with the Common Core Learning Standards.

All Professional Development designed for this supplemental program will support the extended day strategies and activities. In order to accomplish these goals, we will plan on-going professional development to be scheduled throughout the year. Professional development will be provided for staff to turnkey and help improve instruction. It is important to familiarize the entire staff with the supplement program so that meaningful exchanges may take place during the school day between ELL student participants and others involved directly in the program. The parent members of our School Leadership Team and the PTA executive board will be invited to attend all of these professional development offerings. Professional Development activities may include, but not be limited to, the

Part C: Professional Development

following:

- Workshop(s) facilitated by professional individuals

Stacey Silverman, PS 203 Certified ESL Teacher, during Election Day PD (1.5 hours) and during BQ DAY PD (1.5 hours)

- o Creativity and the ELL child.

Carole Nussbaum, PS 203 Principal during January Faculty Conference (1 hour)

- o Storytelling (Early Stages, Inc.) strategies that foster literacy and writing skills

Gerald Fierst, Bill Gordh, teaching artists and Jackie Pine, executive director during BQ Day PD (2 hours). Early Stages is a DOE contracted PD vendor. The focus is elements of storytelling and the ESL child: How to use storytelling for writing and literacy. Their qualifications are highlighted at this link: <http://www.earlystages.org/about/mission.html>

- o Identifying HALO children (High, Average, Low & Other) for data collection purposes

All storytelling teaching artists with their grade teachers during lunch articulation meetings: 2 times during each residency, dates TBD as all schedules vary. 2 hours per grade.

- Creating rubrics for organizing information for analysis and evaluation of ELL students.

Leslie Wechsler, PS 203 Assistant Principal, ongoing, 30 minutes per month with the Inquiry Team

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:

Parents receive information about the ELL program and Common Core Learning Standards in preferred home language whenever possible. They are invited to all local (e.g. borowide parent institute held in October, 2011) and citywide parent ELL events.

Part D: Parental Engagement Activities

Parents of ELLs receive support from active PTA parents in feeling comfortable and welcome at all PTA meetings and workshops (e.g. a workshop on the NYS tests conducted by Mrs. Ordas, PS 203 Assistant Principal at the March, 2013 PTA meeting)

Parents are provided with the resources available on the Department of Education's web site (e.g. did you know...? bookmarks)

Parent support and involvement is an integral component of this Supplemental Service program. We will utilize our Parent Coordinator to assist in outreach to increase participation. There will be ongoing notes and updates sent home to participating families informing them of the work being done in the class. Parents may be invited to the program sessions when the storytellers come in. Parents will be invited to attend the culminating activity of the program on May 29.

Part E: Budget

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

Allocation Amount: \$11200

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 	7821	Class Planning, Class Time, Class Presentation Time Teachers \$5214 2 teachers X 2 hours X 22 teaching sessions X 50.14 = 4412.32 2 teachers x 2 hours x 2 presentation days = 401.12 2 teachers X 2 days X 2 planning hours X 50.14= 401.12 Supervisor \$2607 1 supervisor X 2 hours X 22 sessions X 50.14= 2206.16 1 supervisor X 2 planning hours X 2 days X 50.14= 200.56 1 supervisor X 2 hrs X 2 presentation days= 200.56
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	2125	Early Stages, Inc. 1 storyteller X 1.5 hr x 3 days with students @ \$250 per session=\$1125

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		2 teaching artists X 2 hours for PD X \$250 per session= \$1000
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	614	Leveled Library books, snacks, wipe off easel, journal supplies, journals
Educational Software (Object Code 199)	640.00	Muzzy Interactive Software
Travel		
Other		
TOTAL	11200	