Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE SCHOOL OF DISCOVERY AND EXPLORATION

DBN (*i.e. 01M001*): 20K503

Principal: BERNADETTE FITZGERALD

Principal Email: BFITZGE2@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Bernadette Fitzgerald	*Principal or Designee	
Lorraine Cogliando	*UFT Chapter Leader or Designee	
Elizabeth Diaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Christine Caruso	Member/ Teacher	
Claudia Grossane	Member/ Teacher	
Matt Silverman	Member/ Teacher	
Maria Salgado	Member/ Parent	
Nelson Tung	Member/ Parent	
Luis Rivera	Member/ Parent	
Elizabeth Fuentes	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the number of 4th and 5th grade SPED students making one year's progress as demonstrated on the 2013-14 statewide ELA test and the MOSL will increase by 5%.

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.
In 2012-13: The number of Special Ed students in ICT classes meeting the standard on the ELA was 3.6%, the number of students in SETSS meeting the standard was 12.5% and the number of students in self-contained meeting the standard was 4.8%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.Grade Level PDs on the reading and writing curriculum 2.Use of varied co-teaching models to target instruction will be monitored by administrators through formal and informal observations and tracked via school observation system (Ongoing) 3.All teachers monitor student progress through informal and formal data including conferring, pre and post unit tests and TC Assessment Pro (Ongoing) 4.All classroom teachers are supported 2-3 periods a day with an ESL co-teacher (Ongoing) 5.All classroom teachers co-plan with their ESL co-teacher a minimum of 3 periods a week (Ongoing) 6.Staff Developers from Teachers College have 24 in house PD days. The staff developers will focus on Domain III components a, (Communicating with students), b(Using Questions and Discussion Techniques) and d(Using assessment in instruction) 7.Specialist from Teachers College Inclusion Project will meet para-professionals on every grade to develop and implement Inquiry Project focused on supporting student who exhibit difficult behavior (Nov-June) 8.Literacy Coach and Grade Level Literacy Liaisons support 4th and 5th grades (Ongoing) 9. Continued work with data specialist to analyze formal ELA data collection (Ongoing) 10. Special Education Liaisons on each grade will work with the RTI coach to look at individual students and create lessons to support the classroom teacher in targeting instruction. 11. At risk students participate in 100 minutes of academic intervention each week 12.Specialists from TC Inclusion Project and Teachers College will report to principal on progress of interventions
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, Literacy Coach, TC Staff Developer, Administration 2. Classroom teachers, ESL staff, administration 3. Teachers, administrators, data team 4. Classroom teachers, ESL teachers 5. ESL, classroom teachers 6. TC Staff developers, classroom teachers, literacy coach, administrators

7. TCIP staff developer and para professionals
8. Literacy Coach and Literacy Liaisons
9. Data Specialist
10. Special Education teachers, RTI coach
11. AIS teachers
12. TCICP and TC staff developers, principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Unit Plans with rubrics
2. Informal observations
3. TC Assessment Pro and pre/post unit tests, conference notes
4. Differentiated lesson plans
5. Differentiated lesson plans
6. Feedback from TC Staff Developers
7. Inquiry Project notes and anecdotals
8. Meeting with Literacy Coach and Grade Level Liaisons
9. ELA Data
10. Lesson plans for intervention
11. AIS lesson plans and progress sheets
12. Informal verbal reports

D. Timeline for implementation and completion including start and end dates

1. Monthly (Sept- May)
2. Ongoing
3. Sept-June
4. Sept – June
5. Sept. – June
6. Sept. – May
7. Nov – June
8. Sept – June
9. Sept – June
10. Sept – June
11. Sept. – June
12. Monthly

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Create Professional development calendar to support teacher needs.
Establish coaching support via coaching cycles consisting of but not limited to developing classroom environment, guided inter-visitations, modeling lessons or components, co-planning lessons, co-teaching lessons, analyzing student work, debriefing a video-taped lesson, etc.
Continue to implement the triad model (one ESL teacher assigned to two classrooms) allowing for co-teaching in all areas of literacy and

flexibility in scheduling.
Schedules allow for common planning time 3X a week
6th Prep period to allow for inquiry and planning work
Revise PS 503 Portal to include Baseline curriculum resources
Create Baseline and Optional PD choices based on PS 503 survey and feedback from June Planning
Input PD data into the PS 503 PD Attendance Google Doc based on PD application results
Provide coverage to allow teachers to attend PD

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).

Parent workshops on topics such as ELA Scores and What They Mean, How to Prepare Your Child for the ELA; Reading Skills to Work on at Home; How to Talk to Your Child About Their Reading; Reading With Your Child in Your Native Language.
Interim conversations with families of students who are performing below grade level
Parent Reporting Tools sent home at the end of each unit of study in the familiy's native language
Bank of translated phrases for teachers to pull from when communicating with families
Parent liaisons support teachers in strengthening their relationsips with families by creating community building events i.e. Family Fun Fridays
Monthly Coffee with the Principal meetings help to build community with families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**		**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP ;Title I Parent involvement ;Temporary Housing Money

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, PS 503 will ensure that 100% of teachers will have identified goals for themselves and created action plans using Danielson's Framework for Teaching

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.

In response to the DOE's teacher performance review, PS 503 adopted Danielson's Framework for Teaching. The Framework supports our school's needs in three ways:
It provides a common language for the entire staff
- Teachers with common goals work together thus meeting our goal of co-teaching and transparency
- It provides a structure and timeline for teachers that can be monitored by administration

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.Introduce Danielson's Framework for Teaching to Entire Staff (September)
2.Spend planning periods analyzing each of the Domains (Sept. and Oct.)
3.Walk teachers through the observation process by allowing them to view the coaches teaching a lesson and taking low inference notes.
4.Teachers meet with principal 3X a year to establish tri-annual benchmarks, set goals, and target students, using the terms "What" "Why".How" and impact on student (Oct/Feb/June)
5. Principal establishes weekly office hours for 1:1 meetings to debrief observations with teachers
6. Teachers implement action plans and assess effectiveness (Oct/Feb)
7. Teachers record information on school-wide Comprehensive Teacher Log (ongoing)
8. Teachers develop, with principal, timeline for action plan (Oct/Feb/June)
9.Teachers implement action plans focused on student engagement (ongoing)
10. Administration conducts at least 6 formal/informal observations being sure to include feedback on the teacher's goal

B. Key personnel and other resources used to implement each strategy/activity

1. Admin and staff
2. Grade level teams
3. Coaches, admin, teachers
4. Principal, teachers
5. Principal, teachers
6. Teachers
7. Teachers
8. Teachers. principal
9. Teachers
10. Administration, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Danielson rubrics
2. Danielson rubrics
3. Observations, low inference notes
4. Benchmarks, goal setting sheets, MOTP
5. Observations
6. Teacher action plans
7. Comprehensive Teacher Log
8. Action Plan
9. Action Plan
10. MOTP formal and informal observations

D. Timeline for implementation and completion including start and end dates

1. September
2. Sept/Oct
3. Ongoing
4. Oct/Feb/June
5. Ongoing
6. Oct/Feb
7. Ongoing

8. Oct/Feb/June
9. Ongoing
10. Ongoing

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Literacy, RTI and Math coaches available to support teacher.
Professional development aligned with teacher goals.
TCRWP, TCICP, Metamorphisis and Media Spot Light Staff developers.

1. Provide coverage to allow teachers to attend PD

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).

SLT notified of teacher goal setting using Danielson's Framework
Danielson's Framework introduced to parents at Coffee With the Principal
Parent liaisons support teachers in strengthening their relationsips with families by creating community building events i.e. Family Fun Fridays
Monthly Coffee with the Principal meetings help to build community with families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, every staff member will have participated in an inquiry where student reading/writing/math work is evaluated using the model of assess/teach/assess. Based on these assessment teachers will engage in an inquiry targeting instructiton to improve student progress.

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.

In 2012-13: The number of overall students meeting the standard on the ELA was 12.3% and on the Math was 17.8%. In addition, students fell an average of two reading levels based on the results of the MOSL.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.Administration outlines expectations for inquiry cycles (Sept): (1)analyze student work using Common Core Standard benchmarks; (2) plan literacy and math tasks aligned to chosen standards; (3) group students; (4) implement tasks/target instruction for specific group; (5)assess outcomes; (6) Share out to group; (7) Repeat with new topic or continue with topic (ongoing)
2.Post topics and action plans for inquiry cycles on the portal (ongoing)
3.Cluster teachers participate in grade level inquiry cycles (ongoing)
4.Creation of revised units of study and lesson plans (ongoing)

5.Teachers target lessons plans based on data (ongoing)
6.Teachers maintain conference binders with notes reflecting targeted instruction based on data
7.Teachers present findings to colleagues in public forum

2. Key personnel and other resources used to implement each strategy/activity

1. Administration, coaches, teachers
2. Coaches
3. Cluster teachers
4. Teachers
5. Teachers
6. Teachers
7. Teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.Establish a baseline for each student using the results of the MOSL and writing on demand pretest. Use the results of the baseline to create inquiry focus.
2. Inquiry notes and timelines
3. Inquiry notes
4. New revised units
5. Lesson plans
6. Conference binders,notes,
7. Teacher presentations

4. Timeline for implementation and completion including start and end dates

1.September/ early October baseline assessments are administered and analyzed.

2. Year long cycles
3. Year long cycles
4. Ongoing
5. Ongoing
6. Ongoing
7. Monthly

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

SBO vote to use 50 minute block for weekly inquiry work (Sept.-June)
Create Professional development calendar to support teacher needs.
Literacy, RTI and Math coaches available to support inquiry work.
TCRWP, TCICP, Metamorphisis and Media Spot Light Staff developers.
Provide coverage to allow teachers to attend PD
Establish coaching support via coaching cycles consisting of but not limited to developing classroom environment, guided inter-visitations, modeling lessons or components, co-planning lessons, co-teaching lessons, analyzing student work, debriefing a video-taped lesson, etc.
Continue to implement the triad model (one ESL teacher assigned to two classrooms) allowing for co-teaching in all areas of literacy and

flexibility in scheduling.
Revise PS 503 Portal to include Baseline curriculum resources
Input PD data into the PS 503 PD Attendance Google Doc based on PD application results
Provide coverage to allow teachers to attend PD

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).

SLT notified of teacher inquiry work
Principal Monthly Newsletter highlighting work of the inquiry
Parent liaisons support teachers in strengthening their relationsips with families by creating community building events i.e. Family Fun Fridays
Share inquiry work with families at Monthly Coffee with the Principal.
Parent workshops on topics such as ELA Scores and What They Mean, How to Prepare Your Child for the ELA; Reading Skills to Work on at Home; How to Talk to Your Child About Their Reading; Reading With Your Child in Your Native Language.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, PS 503 will have increased the number of opportunities for families to play a more active role in creating opportunities to strengthen relationships with their child's teacher resulting in improved academic performance.

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.

Despite an increase in parent involvement in our school, the majority of our students continue to perform below grade level. While the school has provided an increased number of workshops for parents and increased the number of opportunities for classroom teachers and families to interact this has not resulted in a true collaboration where both teacher and parent are benefitting from the interactions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.Allocated classroom space for Parent/Family Room (Sept)
2.Create a family liaison on each grade
3.Devote Planning period on strategies for informing parents about their children through report cards, written comments, data, and oral comments (November)
4.Enchance the translated report card comment bank (in Spanish, Chinese, Arabic) for teachers to use (ongoing)

5.Require monthly grade level parent newsletters (monthly)
6.10 week Parenting Journey Program conducted in 3 languages by school guidance staff (ongoing)
7.Establish parent volunteer program to assist teachers (On-going)
8.Implement teacher led monthly family fun Fridays encouraging parents to explore content with their children (ongoing)
9.Hire Spanish speaking and Chinese speaking parent coordinator and parent liaison (Sept)
10.Increase the number of hours for bi-annual Parent/Teacher conferences in order to provide teachers and parents with more time for discussing child work (November/March)

2. Key personnel and other resources used to implement each strategy/activity

6. Parent Coordinator, Principal, PTA
7. Parent Coordinator, liaisons
8. Teachers
9. Parent Coordinators, Coaches
10. Teachers
11. Social Worker and Guidance Counselor
12. Parent Coordinators
13. Teachers, ESL Coordinator
14. Parent Coordinators, Administration
15. Parents, teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Logs of Parent visits
2. Family Liaison meetings
3. Report Cards, planning period notes
4. Report Cards
5. Newsletters
6. Parenting journey lesson plans
7. Parent volunteer schedules
8. Family Fun night attendance sheets
9. Job descriptions
10. Conference attendance sheets

4. Timeline for implementation and completion including start and end dates

1. September
2. Ongoing
3. November, March
4. Ongoing
5. Monthly
6. Ongoing
7. Ongoing
8. Monthly
9. September

10. November/March

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Use Title I parent Invovlement money to host Coffee with the principal
Use the triad model of teaching to provide coverage for teachers to attend the family liaison weekly meetings
Use the triad model of teaching to provide coverage for teachers to facilitate the parent workshops

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**		**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, PS 503 will maintain the number of enrichment opportunities available to our students resulting in improved academic performance.

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.

95% of our students live at poverty level. As a result, our students have limited opportunities for enrichment, thereby limiting their awareness of the world and hindering their ability to understand reading materials and to make connections between content areas. Parents have indicated, via LES, Coffee with the Principal, PTA meetings and conversations with teachers and the Parent Coordinators, that they would like more opportunities offered to their children. Providing students enrichment programs broadens their horizons and expands their knowledge base of the world, history, diverse cultures and various art forms. This expanded knowledge base will enhance their understanding and improve their academic performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.Provide art, dance, performing arts and music as part of the regular scheduled programming.

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

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2. Key personnel and other resources used to implement each strategy/activity

1. Enrichment Coordinator, Cluster teachers, AP
2. Assistant Principal, Principal
3. Cluster teachers
4. Enrichment Coordinator
5. Teachers
6. Enrichment Coordinator
7. Enrichment Coordinator, cluster teachers
8. Classroom teachers
9. Enrichment Coordinator
10. Collaborating Organizations

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Surveys
2. Schedules
3. Lunch club enrollments
4. Enrichment plans
5. Survey sheets
6. Unit plans
7. Enrichment unit plans
8. Teacher attendance sheets
9. Unit plans
10. Organizational plans

4. Timeline for implementation and completion including start and end dates

Create year long schedule of art residencies in the school. Generate prep schedule that garantees all students participate in a visual art and theater art, dance or physical education class.

1. September
2. Ongoing

3. September
4. Ongoing
5. November
6. Ongoing
7. Ongoing
8. Ongoing
9. September

September

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Provide funding for a part time residency coordinator, multiple residencies, and full time art, dance, theater arts and physical education teachers.

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Guided Reading Words Their Way High Frequency Word Practice Readers Theater to build fluency Shared Reading Interactive Writing	Various Co-teaching models Small group One-to-one tutoring	During the school day and before school
Mathematics	String Work Just Right Games Fact Challenges	Various Co-teaching models Small group One-to-one tutoring	During the school day and before school
Science	Foss Science Program Read-Alouds Shared Reading Content books at just right reading levels. Technology Support	Various Co-teaching models Small group One-to-one tutoring	During the school day (Lunch Clubs) and before school
Social Studies	Read-Alouds Shared Reading Content books at just right reading levels. Technology Support	Various Co-teaching model Small group One-to-one tutoring	During the school day (Lunch Clubs) and before school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Tuesdays/Thursdays 8:00-8:50 Throughout the school day	Small group One-to-one tutoring/counseling	During the school day and before school

Title I Information Page (TIP)
For Schools Receiving Title I Funding

13. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS 503 is fortunate in that we have an established relationship with NYU's and Hunter College's ESL program and Teachers College Master's Program and many of their graduates work in our school. Creating a pool of candidates from which we can hire. PS 503 has implemented a comprehensive hiring process including a serious of steps a potential teaching candidate must move through in order to get hired. The candidate submits a resume that is reviewed by the hiring committee, completes a phone interview, performs a model lesson, participates in a group interview and provides three references. The triad model provides built in structure that allows for on-going collaboration. Grade level liaisons provide additional support to teachers. Literacy,RTI and Math coaches support teachers in deepening their understanding of content and pedagogy.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Year long professional development in literacy (reading workshop, writing worksop, word study, guided reading, language acquisition) provided by TC staff developers and in-house literacy coaches. Year long professional development for para-professionals provided by TCICP. Year long professional development in math (string work, just right games, mini-lessons) provided by Methamorphosis staff developers, in-house math coach and grade level math co-teachers.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All allocated funds are spent in accordance with the School Allocation Memorandums.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Incoming kindergarten students are interviewed to determine by the ESL co-ordinator to assess their language level and their understanding of reading. This information is shared with the classroom teacher. At the end of the interview the child is provided with a welcome package including a book and DVD to use at home. Parents of kindergarten students attend a kindergarten orientation where they learn about the expectations of kindergarten and how they can support their child at home. At PS 503 kindergarten families continue to walk their child to the classroom which allows the teacher and family to interact and build a relationship. Kindergarten families attend interim conversations and receive parent reporting tools at the end of each unit of study to inform them of their child's progress. Monthly newletters and parent workshops provide families information regarding what their children are learning.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers selected colleagues to represent them during the process of choosing school wide assessment of the MOSL. The

TC running records were selected as the MOSL. Teachers spent Sept and Oct norming the administration and scoring of the MOSL. Teachers are using these results to determine trends and select targeted groups to study during inquiry. Literacy and RTI coaches are supporting teachers to create targeted instruction for students based on the findings of the MOSL. Teachers are using the six prep (planning period) to look closely at student work and create student goals.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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

MAY 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.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 20	Borough Brooklyn	School Number 503
School Name School of Discovery and Exploration		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Bernadette Fitzgerald	Assistant Principal Anthony Pirro
Coach Beth Hickey	Coach Brooke Precil
ESL Teacher Kaitlyn Davis	Guidance Counselor Yesen Jimenez
Teacher/Subject Area Helen Spruill/Math	Parent Maria Garcia
Teacher/Subject Area Megan Husak/Science	Parent Coordinator Tilcia Sola
Related Service Provider Melissa Wildes	Other Allison Demas/ ESL Coordinator
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	20	Number of certified bilingual teachers not currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1029	Total number of ELLs	548	ELLs as share of total student population (%)	53.26%

Part II: 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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	20	20	15	15	15	15								100
SELECT ONE														0
Total	20	20	15	15	15	15	0	0	0	0	0	0	0	100

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	548	**Newcomers (ELLs receiving service 0-3 years)**	362	**ELL Students with Disabilities**	117
SIFE	0	**ELLs receiving service 4-6 years**	181	**Long-Term (completed 6+ years)**	5

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	362	0	54	181	0	45	5	0	2	548
Total	**362**	**0**	**54**	**181**	**0**	**45**	**5**	**0**	**2**	548
Number of ELLs who have an alternate placement paraprofessional: 24										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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	66	107	78	66	56	44								417
Chinese	15	38	16	20	16	13								118
Russian														0
Bengali														0
Urdu														0
Arabic	4	2	2	2	1	1								12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	**85**	**148**	**96**	**88**	**73**	**58**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**548**

Part III: Assessment Analysis

Assessment Breakdown

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

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)	12	8	5	10	6	11								52

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	57	25	19	32	21	9								**163**
Advanced (A)	70	61	59	28	31	44								**293**
Total	**139**	**94**	**83**	**70**	**58**	**64**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**508**

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	83	54	18	0	155
4	61	54	12	4	131
5	82	51	16	2	151
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	68	3	61	2	21	1	9	0	165
4	67	4	39	3	21	0	7	1	142
5	93	9	40	3	17	3	4	0	169
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	2	28	1	56	3	47	1	143
8									0
NYSAA Bilingual (SWD)									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				
Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   We use the TCWRP assessment tools to measure the progress of our students at P.S. 503. This assessment tool includes concepts about print (to measure basic reading behaviors), letter-sound identification (to measure phonological awareness), high frequency words (to measure automaticity with sight words), running records (to measure decoding and fluency), spelling inventory (to measure application of spelling patterns to writing), and writing on demand (to measure growth in narrative writing craft).

   Comparison of the data from June 2012 to June 2013, based upon reading levels according to TCRWP running records, show that our ELL population dropped in reading level from 17% of ELLs reading at or above grade level to 6% at or above grade level. Review of the data indicates that students are meeting grade level standards from kindergarten through 2nd grade and then begin to decline. Analysis of the running records indicates that the comprehension required to understand the content combined with the complexity of English language at a higher level result in our students having difficulty maintaining the growth in reading ability they initially showed in the earlier grades. Our previously implemented triad model of co-teaching, whereby an ESL teacher is assigned to two classes on a grade, dividing his/her time between the two classes has resulted in the classroom teachers now co-teaching the literacy block (reading, writing, and word work) with ESL teachers. This structure allows teachers to better differentiate instruction and to work with smaller groups of students with greater frequency. The teachers in grades 3 – 5 will now focus more of their attention on higher level thinking strategies and comprehension in their instruction in conjunction with their instruction to support English language acquisition.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Of our 548 ELL students 60% (329 students) are in grades kindergarten through second. Traditionally, our kindergarten has always had the greatest number of ELL students. Due to lower enrollment this school year resulting in a decrease in the number of kindergarten classes (6 classes in 2013 as compared with 9 classes in 2012) the fall 2013 data shows that our largest number of ELL students are in first grade, with almost 50% being advanced as per 2013 NYSESLAT results. Of the 40% of our ELL students in grades 3 through 5, 56% are Advanced, 34% are Intermediate and only 10% are Beginners. Our largest number of Beginners are in kindergarten and first grade. We understand and have seen this trend in our building due to the fact that they are new to school. The number of beginners decreases as the grade increases with only 6 5th graders scoring at a Beginner level. We have had an influx of new arrivals in the upper grades during the last few years which is why we have implemented a 'newcomers' instructional program in the 4th and 5th grade to support their language needs. The patterns reveal the need to scaffold for Beginner and Intermediate students school-wide, especially in K-2 with our largest numbers concentrated in those grade levels. The current LAB-r scores show that 46% of our incoming students, predominantly kindergarten scored at the beginner level, 10% scored at Intermediate, 13% of our new admits scored at the advanced level and 31% met proficiency. Compared with the previous year's results of 51% at beginner level, 9% at intermediate, 23% at advanced and 17% meeting proficiency, as well as the 2011 results of 50% beginner, 12% intermediate, 25% advanced and 13% proficient, the percentage of students in the beginner and intermediate range seems relatively static. This year, there was a shift in the percentage of students scoring at the advanced and proficient levels with an increase in those meeting proficiency, although they just met the proficiency level. Upon analysis of the piloted NYSITELL assessment of the same students the students did not achieve the same level of proficiency as on the LAB-r. This analysis, in conjunction with interviews and observation of the students' conversational language suggests that the NYSITELL provides a more accurate gauge of language ability. Analysis of the 2013 NYSESLAT results showed that more students at PS 503 achieved the level of proficiency than in the past 2 years, especially on first grade. Analysis of the kindergarten results reveals that there was an increase of 37% of our students scoring at Advanced levels and a 35% decrease of students scoring at the Beginner level. Across all grades there has been an increase in the number of students achieving Advanced levels. This reflects a combination of effective instruction on the part of our ESL teachers and a more accurate assessment of the expectations of language development at various ages.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   The trend in increasing proficiency levels, as indicated by the 2013 NYSESLAT results indicates that the instructional methods implemented in the previous 2 school years, such as the ESL co-teaching method, are providing our ELL students with stronger supports to assist them in gaining proficiency. We are looking at how to utilize what they are doing well, according to the

NYSESLAT data in the listening and speaking modalities, to help scaffold what they need the most support in, reading and writing. We have included more graphic organizers in the literacy block to create more pathways to understanding of reading and writing. We have implemented universal designs of learning to ensure our students have various opportunities of gaining access to the content and discussions. We have implemented daily guided reading and guided writing, as well as structured conference schedules in both workshops to support ELL's in reading and writing. Students have specific goals on which they are working. ESL teachers are differentiating reading support materials with native language materials. Co-planning has been our strongest support in communicating scaffolds that support comprehensible input and output of reading and writing throughout the day. We are utilizing our large number of minutes that we are able to service to focus on servicing in the reading and writing block because we see that these are the modalities that are in greatest need. Math co-teachers have developed visual representations/tools to use to communicate a common 'language' to use when talking about math. The math co-teachers have worked on incorporating scaffolded language into the curriculum. The arts, technology and science teachers have implemented ESL supports into their instruction in order to support our ELL students transfer the spoken instructions to the written products, thereby supporting a transference of the students abilities in listening and speaking to reading and writing. As soon as AMAO guidance is released by the Office of English Language Learners we will apply this information.

4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The majority of our current ELLs, 58%, who took the 2013 NYSESLAT fall into the category of advanced proficiency of English language. 32% achieved the level of intermediate and 10% remained at the beginner level. Most of these students are in our lower grades indicating an increase in English language acquisition in students who have not yet reached the testing grades (grades 3, 4 and 5). Of those students who did take the Math and Science tests in native language there did not appear to be any statistically relevant improvement in their performance levels for having taken the tests in native language.

School leaders use our periodic assessments to assess our students' growth, but more importantly to plan for the next step in instruction. The data that we see from the standardized test and our periodic assessments helps us to see the student in many lights. We are currently using our periodic assessments (sight word, running records, writing on demand, spelling inventory, math DYO) to help us understand how to cater small group instruction, differentiate whole group work, scaffold for ELL's visually, utilize routines and ESL best practices to best deliver instruction. This data is used to identify students that need remediation and support during our intervention sessions.

Since our periodic assessments (sight word, running records, writing on demand, spelling inventory, math DYO) are used to determine what students require to gain more understanding of language, reading skills, writing skills, computational skills and content we use these results to guide our planning of instruction and how to best use native language supports to enhance this instruction and understanding. We drive our instruction by linking the information in English to what they know and understand in their native language. For example, bilingual staff members support students by providing content in native language as a preface to English instruction, thereby increasing the student understanding.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

We use the data derived from our formal and informal assessments to drive our instruction for all our students. We strive to provide universal designs for learning to our students thereby offering all students an appropriate pathway to understanding of content, and language acquisition, be it English language for the ELL, specific content language or academic language for all students. Within the RtI framework all of our students receive instruction as per Tier I. Our focus for ELLs is primarily on language acquisition, especially on oral language development, as this is linked to greater reading comprehension and abilities at higher levels of study. Those students who are seen to be struggling, as indicated by assessments and observation are offered interventions best deemed to provide support in the areas of difficulty (Tiers II and III). Carefully targeted instruction is provided and consistently reviewed and analyzed to determine if the difficulties are the natural development of language acquisition or if they indicate a learning disability, often confused with behaviors presented by students learning a second language. It is only when, after carefully structured and scaffolded, high-quality instruction is provided for ample time with little or slow result evident in student learning that a student is

considered to require an individual education plan and receives a formal evaluation (Tier IV).

6. How do you make sure that a child's second language development is considered in instructional decisions?
   Instructional decisions are always based upon student abilities and need as ascertained by assessment, both formal and informal, and always with an eye toward moving the student to the grade level standard. We use our knowledge of the student's native language and knowledge base to build understanding in English through correlation of prior knowledge and experience. Supports given in native language are designed to offer the student greater understanding of vocabulary and content in English. Oral language is modeled and conversations are scaffolded to assist students in assimilating standard English. Reading and writing instruction are designed to help transfer this acquisition of language to other modalities.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   We evaluate the success of our programs for ELL's through NYSESLAT data, state assessments, and formal school-based assessments. Data drives our instruction as well as our evaluation of all programs. We currently evaluate our success through examining our TCRWP data from June, to September, to now. We are looking to see if our ELLs are moving and if their intensive scaffolds and small group instruction is working.

   By analyzing improvements in NYSESLAT scores over years we identify trends that are reflective of the procedures implemented each year. The increase in the scaffolds in K-2 instruction directly correlates to the increase in students scoring advanced and proficient in those grades. The increase in the number of students, who tested out of ESL, 27 in 2012 as compared with 49 in 2013, indicates that the structures and supports we have put in place are supporting their language acquisition, as well as the revised NYSESLAT being a more accurate gauge of student language acquisition at appropriate levels.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   1. The steps that we follow for the initial identification of possible English Language Learners starts at registration. When a new student comes to register, the Home Language Identification Survey (HLIS) is administered by the ESL Coordinator, Allison Demas, with translation, if necessary, provided by trained school translation staff, who speak the family's native language. If the ESL coordinator is not available, then one of the ESL teachers on the grade appropriate for the incoming student conducts the interview. In addition to the HLIS, the ESL Coordinator/Teacher conducts an informal oral interview of the parent and of the student to determine exactly what language(s) the student speaks, what they speak at home, and their history according to the HLIS questions. At this point, the ESL Coordinator/Teacher assesses whether or not the student is eligible for English as a Second Language testing. If the student is eligible, the LAB-r (as of February 1, 2014 the NYSITELL) is administered to the student upon entering school by the ESL teacher assigned to the student's class or by the ESL coordinator. If the student does not pass the LAB-r (NYSITELL) and is Spanish speaking, the Spanish LAB is then administered to the student on a separate day.
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.

2. If a student is identified as an English Language Learner from the results of the LAB-r, an entitlement letter is sent to the parents to notify them of the test results and to invite them to a Parent Orientation meeting. The ESL Coordinator, Allison Demas, facilitates the Orientation meetings and translation is provided. At the parent orientation meeting the three program choices, Transitional Bilingual Education, Dual Language, and Freestanding ESL, are explained to their parents. The three programs are explained in the native language of the parents attending. Parents are given the DOE brochure outlining the three programs, in native language. The parents then watch the video in their native language. Parents are given an opportunity to ask any questions they may have. Parents are given the Parent Survey and Program Selection form to complete. The ESL Coordinator and the translators stay with the parents to assist them in the completion of the form, if necessary, and to answer any further questions they may have. The majority of the parents complete the forms and submit them at this time. Some parents take them home and return them the next day. If parents are unable to attend the first meeting, they are invited to all subsequent meetings. Also, the ESL Coordinator is available to meet, at any time, a their convenience. Once the form is submitted the ESL Coordinator records the parent choice in the ELPC. This process takes place within 10 days of the student entering school. Due to our large number of new entrants our Orientation meetings are arranged according to home language in order to facilitate translation and understanding. Orientations are also, initially arranged according to triad (classes serviced by the same ESL teacher). This provides parents with a group experience with other parents in the exact same situation.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

3. Upon hand scoring of the LAB-r the ESL Coordinator generates Entitlement letters for those students entitled to English as Second Language support. The Entitlement letter includes a time and date for an Orientation meeting. The letters are distributed to the classroom teachers, who sign receipt of the letters, and the classroom teachers hand the letters to the parents. Copies of these letters are kept on file by the ESL Coordinator, as well as copies for the students' cumulative record folders. When parents attend the Orientation meetings the Parent Survey and Program Selection forms are completed by the parents and collected by the ESL Coordinator. These Selection forms are copied, and kept on file by the ESL Coordinator. The original is put into the students' cumulative record folders. The information is also recorded on the ELPC screen. If a student receives a proficient score on the LAB-r a non-Entitlement letter is generated and given to the teachers via the same process for distribution to the parents. The NYSESLAT results are reviewed to determine which students require continued service. Continued Entitlement letters are generated for these students, distributed to the classroom teachers, who sign receipt of the letters and then distribute the letters to the parents. Copies of these letters are kept on file by the ESL Coordinator, as well as copies for the students' cumulative record folders. Those students who pass the NYSESLAT receive Transition letters informing the parents of the student's proficieny via the same process and copies are kept on file.

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.

Upon identification as an English Language Learner, via the LAB-r (as of February 1, 2014 the NYSITELL) parents are notified of their child's entitlement. Parents attend an orientation meeting during which they receive information regarding the 3 programs, transitional bilingual, dual language and free standing English as a Second Language. They receive this information in native language through a translator, in writing with the DOE brochure, also in native language and through watching the DOE video in native language. All options are explained to parents including the criteria necessary for creating a particular program (15 or more ELLs speaking the same language in 2 contiguous grades). The parents complete a Parent Survey and Selection form. Based upon the program chosen, and the availability in the school the students are placed in the appropriate program. If the parent selects a program that is not currently available at the school and is not currently sustainable at the school the parent is notified that the program is not available and that the student will be placed in another ELL program. If the parent requests that we do so, we can assist the parent in finding a program at another school. Parent selection is recorded in ATS via the ELPC screen within 20 days of student enrollment. A spreadsheet of the information is also kept to keep accurate record of parent choice and possible trends.

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

English Language Learners are assessed annually with the NYSESLAT assessment. The NYSESLAT is administered by all of our ESL certified staff, as well as other pedagogue (general education and special education teachers) and support staff (speech teachers) that attend a NYSESLAT training by the ESL Coordinator. We follow the Department of Education (DOE) calendar of administration for the NYSESLAT. The ESL Coordinator attends DOE professional development on NYSESLAT training and scoring as they are offered and turnkeys this information to the staff. The writing portion of the NYSESLAT is scored by ESL certified teachers in pairs. The pairs trade classes and cross check scores to ensure scoring accuracy. Each teacher scoring is

assigned a letter which is used to indicate the name of the individual who scored each test. ESL teachers did not score tests of the students they service.

6. 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.) 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. ⓘ
The trend in the past few years, regarding parent choice has been toward Free Standing English as a Second Language. In 2012 59% of parents of incoming students chose Free Standing English as a Second Language program. 22% chose a Dual Language program, the majority of these being Chinese speaking, however of different dialects. 19% of parents that year selected the Transitional Bilingual program, however they also spoke different languages. Neither the Dual Language requests nor the Transitional Bilingual requests had enough interest within a common language to meet the criteria necessary to implement either program. In 2013, an overwhelming 89% of our incoming parents chose Free Standing English as a Second Language. Only 3 % chose Dual Language, interestingly enough none of these parents were Chinese speaking. 8% chose Transitional Bilingual programs, again in various languages and dialects. This shift may be due to parents' experiences with their older children. Many of our incoming students are younger siblings. Our parents seem to feel comfortable with the progress their older child is making and therefore request the same program for the younger child. In addition, many incoming students and parents have relatives in the school population who offer guidance and may suggest Free Standing English as a Second Language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

Instruction for our English Language Learners is done through a wide-scale push-in model on all grade levels. We have 20 ESL co-teachers delivering instruction, mainly in the literacy block. One ESL certified co-teacher services two classrooms. This means that the one teacher splits their day, half with one class and half with the other class. The teachers co-plan with the classroom teacher and deliver ESL instruction through co-teaching in the room mainly during the literacy block. ESL teachers also co-plan with the classroom teachers to help scaffold other areas of the day to make content comprehensible to the ELLs in that room. ESL teachers also model the ways to incorporate native language into all instruction, content support and materials to help expedite their transition into English. Students are divided into classrooms to ensure a balance of Beginner, Intermediate and Advanced students in each class. Each class is heterogenously mixed with students representative of English speakers, students who met the proficiency level of the NYSESLAT, and ELLs who are at the Advanced, Intermediate and Beginner stage of language development.

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)?

We exceed our mandated minutes through our triad model of push-in co-teaching in Kindergarten through 5th grade. Since our triad model pairs one ESL certified teacher with 2 classes on a grade they create their schedules to accommodate the ESL teacher being in each class during the literacy block. The ESL teachers push in and co-teach with classroom teachers, teaching English Language Arts through a variety of English as a Second Language approaches and with materials designed to scaffold instruction and foster understanding by the students. With the above described model of servicing, we are able to service Kindergarten through 5th grade students for a total of 145 minutes per day for a total of 725 minutes per week. This exceeds the mandated 360 minutes for beginner and intermediate students by 365 minutes per week and exceeds the mandated 180 minutes for advanced students by 545 minutes per week. In addition, beginner students are placed in an intervention class for 50 minutes two days per week, Tuesday and Thursday, with one of our ESL teachers, for language development and support. This instruction involves language rich reading activities based on individual student need. Students are grouped according to data; groups are fluid and students are continuously reassessed and moved into different reading groups based on TCRWP reading levels.

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 foster language development and meet the demands of the Common Core Learning Standards.

Instruction for our English Language Learners is done through a wide-scale push-in model on all grade levels. Our triad model of instruction allows one ESL certified teacher to work with only two classes. This affords teachers the flexibility to create schedules allowing the ESL teacher to be in each room during the literacy block. The literacy block follows the Teachers College Reading and Writing Project curriculum and all lessons are aligned to the Common Core Learning Standards. This year, in addition to the literacy block, many ESL teachers are co-teaching social studies with the classroom teachers. Teachers co-plan all lessons with the ESL teacher providing input as to best approaches to provide instruction, such as the use of KWL charts, scaffolded discussion prompts, and graphic organizers. Visual word walls and charts to scaffold progress and activity support instruction. ESL teachers have sets of materials that they are able to look at and plan differentiations and native language support that the classroom teacher can utilize as they anticipate things that may arise for ELLs during that instruction. This includes planning for lessons presented in the absence of the ESL teacher, thereby allowing the classroom teacher to use best ESL practices to present instruction. We believe experiential learning is critical for all children, especially ELLs. Through hands-on, visual learning, ELLs are exposed to materials and experiences that allow them to utilize a variety of modalities in both English and their native language.

Native language is incorporated into classroom instruction whenever possible to expedite their transition into English. Student materials, such as writing checklists, are translated into native language to support those students literate in their own language.

Lessons are previewed in native language to support understanding of content and facilitate students' participation in whole class lessons. As per the common core standards, students are expected to access information and demonstrate understanding, critical analysis and evaluation of material as appropriate for their stage of development. All students are expected to respond, orally and in written form, to information and to demonstrate understanding. Students are expected to compare and contrast texts, in all content areas and to make inferences and draw conclusions. They provide evidence and cite examples to support their conclusions. Scaffolded discussions, sentence prompts, charts with transitional words are a few of the supports provided to help foster students' acquisition of language and help them meet these standards and expectations.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When a Spanish-speaking student enters PS 503 and does not pass the LAB-r we administer the Spanish LAB to the student to determine the extent of the student's receptive and expressive language in Spanish. In addition we use Fountas and Pinnell's Sistema de Evaluacion de la Lectura to determine the student's literacy level in Spanish. Since there is no equivalent to the Spanish LAB in other languages we utilize informal assessments. These take the form of book discussions and conferences in native language with students using books in the student's language.
In all areas of study, we continually assess, in English, to determine student understanding and the next steps of instruction. We use the same process in native language with staff members, who speak the same language as the students, conferencing with students to determine their understanding of content.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are provided multiple opportunities to express themselves and demonstrate their understanding of content and language usage on a daily basis. Monitored student conversations about text, group discussions, debates, as well as teacher and student conferences are modes of observing the development of student oral language and receptive language. Reading and writing abilities in English are assessed formally through reading running records and conferences and through student writing. Students write to share their knowledge about various topics, to convey a point of view, to demonstrate their understanding of reading material and to reflect their understanding content. Assessment and demonstration of acquisition are ongoing activities built into our instruction.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation inside English Language Learner subgroups has been a smoother process for us because of the push-in model and co-planning with the classroom teacher. Although we currently do not have any SIFE students we do have a procedure in place for supporting these students. The ESL teacher uses a variety of differentiation practices in the classroom as well as communicates with the classroom teacher about the special needs that may arise from the interruption of education. Together they plan language and content development and address the social and emotional needs of students. The ESL teacher would also see this SIFE student in a separate remediation time where they are able to support them with individualized issues that they have seen in the class. We have implemented a newcomer program that further helps to support SIFE students as well as newcomers. This program meets for 50 two times per week with ESL certified teachers. The ESL teacher provides extra intervention as well as language based activities to support SIFE.
As we have stated earlier, we have implemented a newcomer program/protocol to help ease the transition for children, teachers, and parents. We support our 362 students that fall in the less than three year categories through small group instruction in the literacy block and co-planning with the classroom teacher to implement scaffolds that help these students in the content areas. We support their preparation for the ELA test through the literacy block. Students at ELA test grade levels practice the skills that they will see on the ELA and understand the process of taking a test (bubbling etc..). Students are instructed at their level, so our plan looks like small group instruction that is targeted to the needs of the students. We have also implemented a newcomer program at the 4th and 5th grade level. These students meet twice a week with ESL certified teachers for 50 minutes at the beginning of the day. They work in small groups targeted at their language and educational needs.

Our 181 ELL's that have been serviced between 4 to 6 years pose different issues to the ESL and classroom teacher. Their needs are addressed through co-planning, where the ESL teacher is helping the classroom teacher differentiate and understand their

growth and needs as they are transitioning out of ESL. They are also monitoring if the student seems to stagnate and they look at interventions to try to move them through that stage. Again, the theme at P.S. 503 is collaboration. We collaborate through co-planning between all support people and the classroom teacher on how to support these students. Longterm ELLs who have completed more than 6 years of service are a rare occurrence in a K-5 elementary school, currently having only 5. However, in the extreme cases that this exists we cater to the individual needs of the students. This could look like frequent communication between the family, special education teacher (if applicable), general education and ESL teacher to plan targeted instruction.

Our ELL students who have achieved a level of proficiency and passed the NYSESLAT still receive the scaffolds and supports they need to help them learn regardless of their ELL status. Supports are given as needed based upon need, not label. ESL teachers are able to observe and check-in with proficient students through the use of our push-in program model. ESL teachers also know the content that will be delivered through co-planning with the classroom teacher and are able to modify content for the needs of all ELL's and proficient students in the room. Former ELL's are identified and testing accommodations are provided for them in regards to all formal assessments. They are given time and half and support materials such as glossaries.

7. 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?
We use a variety of instructional strategies to access and accelerate learning among ELLs/SWDs. Some of these strategies are shared experiences, visual thinking strategies, kinesthetic learning opportunities, immersion in literary genres and provision of hands-on manipulatives. Sign language and hand motions aligned to word work to provide students with sensory experiences to support acquisition of English letters and words. Music, songs and physical movement incorporated into learning activities allow students to access multiple modes of learning as they need. Content materials are adapted and scaffolded as appropriate to the students' academic needs, regardless of grade level. High interest, low ability books are used to provide students access to grade level content even if they read below grade level. Student word walls, strategy cards and vocabulary charts are individualized according to student needs. Differentiated charts are present in all classrooms to provide students with visual supports best suited to them. Use of UDL strategies and approaches, such as information provided orally, visually and in written form, offer students various pathways to understanding. Native language previews of lessons and explanations of materials help students understand lessons and how to use the materials. We make use of technological appliances through the use of bilingual software and web-based programs such as Lexia, Brainpop ESL, which offers visual and auditory language learning opportunities, and Capstone Library, which provides students with experience hearing English language books while the words are simultaneously highlighted. Mandated services are recorded in service provider logs. We employ bilingual speech providers and counselors and have alternative placement paraprofessionals to support students in native language.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our school uses curricular, instructional, and scheduling flexibility to meet diverse needs of ELL-SWDs within the least restrictive environment. During specified instructional periods in the school day (e.g. reading), students receive instruction within another classroom in order to facilitate that student's individual academic, social, and emotional growth. Many of our self-contained classess participate in cluster classes (or art residencies) with their general education peers. As in all of our models of instruction, the triad model supports communication and collaboration between general education teachers, special education teachers, and ESL teachers. This communication and collaboration makes it possible to easily move students to the least restrictive environment when applicable. Many facets of a student are considered before placement in an ICT class. First and foremost are the requirements of the student's Individual Education Plan. We also take into consideration the student's native language and the native language support available in the ICT classes on the students' grade. If a student speaks Chinese then placement in the ICT class with the Chinese speaking teacher would be indicated. In addition we look at the gender ratio of each class, the students' reading levels as well as the social and emotional needs of the student.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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

Our ELL's that have been serviced between 4 to 6 years pose different issues to the ESL and classroom teacher. Their needs are addressed through co-planning, where the ESL teacher is helping the classroom teacher differentiate and understand their growth and needs as they are transitioning out of ESL. They are also monitoring if the student seems to stagnate and they look at interventions to try to move them through that stage. Students demonstrating difficulty with writing are given additional support on essay expansion and development. Again, the theme at P.S. 503 is collaboration. We collaborate through co-planning between all support people and the classroom teacher on how to support these students. Long term ELLs are assessed in literacy and the results are compared to their NYSESLAT results to determine possible areas of overlap that can be supported to help them improve academically. ELL's with special needs number 117. ESL teachers and special education teachers meet through co-planning with the classroom teacher. ESL teachers are aware and have a copy of the Individualized Education Plan and are able to communicate with the special education teacher on how to best support the IEP as well as ESL issues. The ESL Coordinator is a member of the RTI team and is present at RTI meetings where students with IEP's, as well as at-risk students, are brought up and the team is able to address needs, differentiations, and interventions. ESL teachers record and call in their information through SESIS on all of their ESL students that have an IEP.

Students are assessed formally and informally on a regular basis in both ELA and Math. Individualized intervention plans are designed for students performing below grade level. All of the following intervention services are provided in English with native language support (through a bilingual teacher or paraprofessional) as necessary. An additional block of targeted instruction two times a week for fifty minutes throughout the school year. During this time, students work in small groups with a teacher-student ratio that does not exceed 1:7. Teachers prepare instruction after formally assessing students and focus on all components of balanced literacy or math. Student progress is recorded through conference notes, small group observation sheets, checklists, and formal interim assessment tools. If a student's academic needs more closely align with a different grade-level, students are then invited to join a classroom on that grade-level for academic instruction.

ELA Specific Interventions

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

Math Specific Interventions

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

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

Our Science program is FOSS (Full Option Science System), where students are immersed in an in-depth, hands-on program that is differentiated through co-planning between the ESL coordinator and the Science teachers. Our lower grade science teacher is ESL certified. Paraprofessionals support the curriculum and content through native language use. We have a Science lab, which offers time for hands-on experimentation. Reading and writing components are always included in the labs and are directly related to the labs for easier acquisition of words and understanding of content. UDL approaches of presenting information orally, visually and in written form allow students multiple pathways to understanding.

Our Social Studies program allows opportunities for students to work in heterogeneous groups to create group projects. ESL teachers co-teach social studies with the classroom teachers using ESL practices and native language support when appropriate to present information. Topical books are provided to children on their individual reading levels in both English and their native language. In addition, topical books in English, scaffolded according to reading level, allow students of differing abilities to access information on the same grade level topic. We believe experiential learning is critical for all children, and especially ELLs. Through hands-on, visual learning, ELLs are exposed to materials and experiences that allow them to utilize a variety of modalities in both English and their native language. Bilingual staff provide native language support to students requiring such support.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Upon initiation our program showed an increase in student ability and higher levels of student progress, particularly reading ability as indicated through running record assessments. While this was true across all grades it was especially true in grades kindergarten through second. In addition, at least half of the students meeting proficiency standards, via the NYSESLAT, were in the lower grades. The expected outcome was that the trend would continue to spiral upward in grades. However, there was a plateau effect among our third grade students. This impacted their progress as they moved up in grades and they seemed to stagnate.

Review of our students and our program indicated that although our upper grade students had originally demonstrated great improvement in their abilities, their abilities were not at grade level to begin with. They were showing progress but at a lower academic level than their grade. Students, in all grades, show great improvement and movement through the lower levels of reading ability due to the various supports inherent in those lower level texts.

Analysis of these findings, review of grade level texts and review of language proficiency standards, particularly oral language proficiency standards, led us to the conclusion that proficiency is not enough and we need to look toward fluency instead. Students are considered proficient because they have acquired the basic interpersonal communication skills that allow them appear fluent. However, reading and writing on levels appropriate for the upper grades requires greater understanding of content, academic language and comprehension of complex ideas, as well as a facility for more complicated conversational language. It is this higher order cognitive academic language of true fluency that we must focus upon in order to close this gap and provide our students with the language necessary to continue to succeed.

Noticing this trend we have revised our approaches and have refocused our implementation through the lens of greater oral language acquisition. An increase in oral language and comprehension (improving expressive and receptive language) should transfer to written form, improving student reading (receptive language) and writing (expressive language) ability.

11. What new programs or improvements will be considered for the upcoming school year?
This school year we will be looking closely at aspects of early langauge acquisition and means of supporting this with long term effects to support literacy work at higher levels. Our Arts teachers are incorporating academic lanaguage primarily used in literacy instruction into their art instruction in an effort to support students ability to transfer understanding from one area to another. We are revising our social studies units to employ more visual thinking strategies. The commonality in all of these programs is the variety of learning modalities. Providing instructional support in a content area while developing speaking, listening and thinking skills enhances student abilities in all areas.
12. What programs/services for ELLs will be discontinued and why?
At this point we are not discontinuing any services or programs for any English Language Learners.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL's are afforded equal access to all programs because we do not discriminate against any group or grade level for school programs. 53% of our student population are identified as ELLs. In addition, 80% of our correspondence home is sent home in native language. This indicates that our ELL population are our majority, not an isolated group. We endeavor to provide our students with as much exposure to the arts and artistic pursuits as funding and time constraints will allow. Creative scheduling allows all of our students to receive some combination of performing arts, dance and visual arts weekly. Special programs provided by outside organizations are provided for grades regardless of ELL or SWD status. We strive to provide specific experiences for each grade, such as Mexican dance for second grade, ballroom dancing for fourth grade and ongoing visitations from historians from the New York Historical Society for fifth grade. In addition, we offer opportunities to work with artists in residence and a wildlife biologist according to interest. Our after school clubs are open to all students, not just one particular group. All parents are provided an opportunity to choose clubs related to their child's interests. Notification and information for all programs is distributed to families in native language. Clubs fall into the categories of academic and recreational, such as chess, cheerleading, chorus and dancing. The clubs offer all students, ELL and otherwise, the opportunity to gain critical thinking skills, work in concert with others and have a common experience regardless of their language ability.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We are making strides in increasing our use of technology and technological support for English Language Learners at P.S. 503. There are Smart Boards in every room that are used to differentiate lessons through use of visuals, internet connections and virtual tours. All classrooms also have document cameras, scanners, digital cameras, and video cameras. These are used for all subgroups. We have at least one computer in each classroom and a wireless classroom computer lab that can be brought into the room. This year we have purchased several iPads for use by our students to support their reading abilities. In addition, we have a technology lab. We are using these computers to support ELL's through the use of word processing programs, translations sites, ESL websites (BrainpopESL, StarFall). The school has purchased subscriptions to BrainpopESL and Capstone Library, on-line programs that support our students in learning conversational English as well providing them with content support. These programs can be used 24 hours a day, 7 days a week by students, staff and parents. SIFE and newcomer students can use the computers and iPads to utilize various language software as well as interactive language games online. The Sketchpad software is utilized to provide students with various learning modalities of content area instruction (e.g. equivalents in math). Science is all hands-on instruction which offers students ample opportunities to explore science tools (balances, calibrated cylinders, magnifying glasses) as well as observing change over time (insect metamorphosis, plant growth). Our social studies programs have incorporated an art component in which students study paintings, prints, sculptures and other art forms to increase their visual thinking skills and enhance their understanding and perception of bygone eras and situations. We have a technology teacher who teaches technology skills directly to students and also support teachers in creating materials and instruction using technology. For example, the technology teacher created Smartboard activities focused on high frequency words in first grade in order to improve student knowledge and abilities in word study.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We believe native language is an integral part of our differentiation in the classroom. We make sure that there are native language books in the classroom, not only for reading, but to support the content area instruction. The ESL teachers have a library of native language materials to help fill in any gaps cross grade levels. Many of our ESL teachers are bilingual in languages represented at our school. This is helpful to aide in translation of content and materials. We also use co-planning between the ESL teacher and the classroom teacher to create intentional groupings (a non-speaker paired with a bilingual student, or put in a triad). Bilingual teachers help to deliver content area instruction in native language where needed and bilingual paraprofessionals are also available to help support students. In math, these bilingual paras help to deliver content instruction in the students' native language, as needed. In addition, students have access to math bilingual dictionaries that they can use to help them translate math specific vocabulary. In addition, students who need it receive in class and homework assignments in their native language. In ELA, the bilingual teachers and paraprofessionals work with students to develop their English Language reading and writing skills by providing the necessary translation to access the content. A newcomer toolkit has been created that includes translated documents such as reading logs, math sheets, and writing explanations. The translated materials that explain classroom routines are available for teachers to access as needed. These items include visuals as well as native language support. Small group math test prep occurs in native language. All materials sent home are translated.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
    All required services correspond to the ELL's age and grade level. Children are placed in age appropriate classes regardless of educational experience or ability. All required services correspond to their grade level/age appropriateness. Upon registration we check birth dates and previous school history in order to make sure students are placed appropriately.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    All incoming ELL students are provided a welcome packet with a book, an English alphabet chart, a DVD with instruction on the alphabet and letter sound corresondence, a DVD with a variety of popular stories narrated in English and a letter, in native language, that provides information about school programs and special events. In addition we offer a parent orientation for new admits that provides parents and students with a tour of the school as well as an overview of activities and events offered throughout the school year. As new ELLs enroll during the school year they are included in newcomer programs to help them acclimate to their new surroundings.
18. What language electives are offered to ELLs?
    At this point we do not offer language electives for ELLs.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers, ESL, general education and special education, participate in professional development at school and outside of the school. There are various types of professional development offered in house and outside the school.

Every teacher participates in a 50 minutes weekly inquiry group with other colleagues on their grade. These inquiry groups select topics based upon the needs of their students. Topics include: Using Running Records to Target Instruction, Addressing New-comer Needs, Grammar Instruction for ELLs, Language Acquisition. Through their study of the topic and through classroom observations, teachers develop strategies and routines and then implement them within their classrooms. In successive meetings, teachers reflect on the success of their teaching, revise plans and determine appropriate next steps. Inquiry cycles last 6 weeks.

Teachers College staff developers have been hired to provide Literacy Based professional development to all our teachers and paraprofessionals. All of this professional development on curriculum design is aligned to the Common Core Standards. Our focus is on active engagement and accountable talk in conjunction with language acquisition. This focus is particularly relevant to our ELLs since informal assessments and teacher observations show a lack of active engagement on behalf of many of our ELLs. Also, our literacy coaches provide ample professional development to all teachers on various topics within reading and writing. They also provide individual coaching based on teacher/student need.

In addition, our teachers attend Teachers College calendar days which offer a variety of Common Core aligned professional development opportunities. These include such topics as Working with ELLs, focusing on the work of Mary Capellini, Differentiation for ELL/SWD, Developing Phonemic Awareness and Supporting Vocabulary Development in ELLs, RTI Process for ELLs.

All bilingual staff members receive professional development in dealing with ELL students and their parents with regard to supporting them as translators. Non-pedagogues receive professional development in understanding and translating academic language.

The ESL Coordinator attends city-sponsored professional development offered through the OELL as well as monthly ESL liaison workshops offered trough the Children's First Network. The ESL Coordinator provides support for staff on individual and grade –wide basis according to need.

In addition to the above listed professional opportunities, the ESL Coordinator individualizes professional development to the needs of our support staff. This includes professional development for our parent coordinators, secretarial staff and translators on the intake process.

24 teachers (2 from each grade), the math coach, the math co-teachers and the principal and assistant principals attend Professional Development through Metamorphosis. During these sessions, teachers focus on such topics as using data to differentiate instruction, building language and talk around mathematics, and using visuals and hands-on materials to enhance instruction.

Our bilingual guidance counselor and 2 bilingual parent coordinators/liaisons (Chinese and Spanish) attend district-wide Middle School open houses with parents to determine which middle school programs are appropriate for our students. Most of these middle schools offer a different ESL servicing model than our push-in program. Due to this, a school-wide goal to help our students reach proficiency level before leaving PS 503. In addition, our bilingual guidance counselor serves as a liaison between

5th grade teachers and middle schools in order to make sure our staff members are best able to transition our students into middle school. The school guidance counselor works closely with classroom teachers to ensure that they understand the middle school application and articulation process. The school guidance counselor and the bilingual parent coordinators hold workshops for teachers, parents and students providing them with information about middle schools, the application process and assistance with the process. They ensure that parents are informed of their rights and options and provide individual assistance as necessary.

The 7.5 hours that we provide regarding ELL training for all staff per Jose P. is done during our weekly inquiry sessions. Each week we are able to focus on professional development revolved around a variety of topics. Given the large number of English Language Learners we focus many of our inquiry periods around second language acquisition, scaffolding the units of study, and differentiation of learning throughout the day. These periods are planned out through the grade level leaders, coaches, administration and the ESL coordinator, as driven by student data acquired through formal and informal assessment, teacher observation and analysis of the NYSESLAT modality results. Inquiry cycles run for six weeks with a presentation of outcomes being shared the final week. Inquiry members post their work on a weekly basis on google docs with artifacts of their work, allowing other members of the staff to access and share information.

Calendar of PD events:

9/13/2013	New Teacher Support
9/18/2013	Grade 4 & 5 Baseline Math
9/23/2013	Grade 3 ELA Baseline
9/23/2013	Grade 3 Baseline Math
9/24/2013	K Math Baseline
9/24/2013	K ELA
9/24/2013	TCRWP Calendar Day: Informational Writing
9/25/2013	Grade 4 ELA Baseline
9/25/2013	Grade 4 Math Baseline
9/25/2013	Grade 5 ELA Baseline
9/25/2013	Grade 5 Math Baseline
9/25/2013	Content Areas Social Studies & Science
9/25/2013	Speech
9/26/2013	Grade 2 Math Baseline
9/26/2013	Grade 2 ELA Baseline
9/27/2013	TC Content Area Specialty Group
9/27/2013	New Teacher Support
9/27/2013	TCRWP Calendar Day: ICT
9/30/2013	Language Allocation Policy
10/1/2013	Grade 1 ELA Planning
10/1/2013	Grade 1 Math Planning
10/2/2013	Grade 4 Math Planning
10/2/2013	Grade 4 ELA Planning
10/2/2013	Grade 3 ELA Planning
10/2/2013	TC Content Area Specialty Group
10/3/2013	TCRWP Calendar Day: Content Area
10/3/2013	NYSITELL
10/3/2013	CAE Parents as Arts Partners
10/3/2013	Metamorphosis Teacher Leader Learning Community
10/4/2013	ALC II
10/4/2013	New Teacher Support
10/8/2013	Grade 5 Baseline Math
10/8/2013	Grade 5 ELA Planning
10/8/2013	K Math Learning Community: Contexts for Problem Solving
10/9/2013	K Math Planning

10/9/2013	Grade 2 Baseline Math
10/9/2013	Grade 3 Baseline Math
10/10/2013	K-5 Metamorphosis Institute: Problem Solving Strategies
10/11/2013	New Teacher Support
10/11/2013	K-5 Metamorphosis Institute: Problem Solving Strategies
10/11/2013	NYSAA Training
10/15/2013	TC Specialty Group
10/15/2013	TCRWP: Content Area
10/15/2013	TCRWP: Science
10/15/2013	Band of Books
10/15/2013	Special Ed. Liaison
10/15/2013	ESL – LAP
10/15/2013	Arnhold New Dance Teacher Support Program
10/16/2013	TCRWP Calendar Day: Word Study
10/16/2013	Grade 1 Math Planning
10/16/2013	Grade 4 Math Planning
10/17/2013	Working with ELL students
10/17/2013	Technology
10/17/2013	Technology
10/18/2013	Math Coach Collaborative
10/18/2013	TCRWP Calendar Day: Fluency
10/21/2013	TCRWP
10/21/2013	Band of Books
10/21/2013	TCRWP: Science
10/21/2013	TCRWP Calendar Day: Share Reading and Interactive Writing
10/21/2013	NYS Test Coordinators PD
10/21/2013	G & T Procedures
10/22/2013	Child Abuse
10/22/2013	Grades 3-5 Learning Community: Proof in Mathematics
10/23/2013	Grade 5 ELA Planning
10/23/2013	Grade 5 Math Planning
10/23/2013	Middle School Procedures
10/24/2013	TC Lead Teacher Specialty Group
10/25/2013	RTI: Tier 2
10/25/2013	New Teacher Support
10/25/2013	TCRWP Coach Mtg
10/29/2013	TCRWP
10/29/2013	TCRWP: Science
10/29/2013	TCRWP: Band of Books
10/29/2013	Grade 4 Math Planning
10/29/2013	Grade 2 Math Planning
10/30/2013	Technology Group 1
10/30/2013	Technology Group 2
10/30/2013	K Math Planning
10/30/2013	K ELA Planning
10/30/2013	TCRWP Calendar Day: Reading and Writing Connections
10/30/2013	TC Content Area Specialty Group
11/1/2013	New Teacher Support
11/1/2013	TCRWP Calendar Day: Persuasive Writing, Essays and Debate
11/4/2013	TCRWP: Language Acquisition
11/4/2013	TCRWP: Language Acquisition
11/4/2013	Word Work

11/5/2013	Of ELL/SWDs
11/5/2013	Dancing Tales: Session 1
11/6/2013	Grade 2 ELA Planning
11/6/2013	Assessing Sexual Behavior
11/7/2013	Grade 3 ELA Planning
11/7/2013	Grade 4 Baseline ELA
11/7/2013	Advanced Sustainability
11/8/2013	Workshop 1: Cultural Linguistic and Academic Needs
11/12/2013	K Math Learning Community: Contextx for Problem Solving
11/12/2013	Grade 2 Baseline Math
11/12/2013	Grade 3 Baseline Math
11/12/2013	Grade 5 Baseline Math
11/13/2013	Grade 1 Baseline Math
11/13/2013	K Baseline Math
11/15/2013	New Teacher Support
11/15/2013	Strategies for Supporting Students
11/18/2013	RTI: Recipe for Reading: a multisensory phonics program
11/18/2013	Technology Group 1
11/19/2013	Grade 4 ELA Planning
11/19/2013	Grade 5 ELA Planning
11/19/2013	Grade 3-5 Learning Community: Proof in Mathematics
11/19/2013	TC Content Area Specialty Group: Social Studies and Science
11/19/2013	School Mental Health
11/20/2013	RTI: Tier 2
11/20/2013	TCRWP: Language Acquisition
11/20/2013	Word Work
11/20/2013	TCRWP: Language Acquisition
11/20/2013	ALC II
11/21/2013	Technology : Group 2
11/21/2013	Crisis Response Pt. 2
11/22/2013	Math Coach Collaborative
11/22/2013	RTI: Rewards Reading Intermediate (grades 4/5)
11/25/2013	TC Content Area Specialty Group
11/26/2013	Grade 4/5 Learning Community: Reasoning with Fractions
12/2/2013	Minilessons around the Associative Property of Multiplication
12/3/2013	TCRWP: Language Acquisition
12/3/2013	Word Work
12/3/2013	TCRWP: Language Acquisition
12/3/2013	K Math Learning Community:j Contexts for Problem Solving
12/3/2013	ESL Network PD
12/4/2013	TC Calendar Day Grade 2 Social Studies
12/4/2013	Technology Group 1
12/4/2013	Technology Group 2
12/5/2013	Grade 4 Math Baseline
12/5/2013	Grade 1 Math Planning
12/5/2013	Grade 3 Math Baseline
12/5/2013	K Math Planning
12/5/2013	Grade 2 Math Planning
12/5/2013	Metamorphosis Math PD K-5
12/5/2013	TCICP Inquiry
12/6/2013	Speech: Game Design Incubator
12/6/2013	Gifted and Talented

12/6/2013	New Teacher Support
12/6/2013	Strategies for Supporting Students
12/6/2013	TCRWP Calendar Day: Supporting ELLs
12/6/2013	TC Content Area Specialty Group
12/9/2013	Speech: Game Design Incubator Judging
12/10/2013	Grade 4/5 Learning Community: Reasoning with Fractions
12/11/2013	TCRWP: Engagement Group
12/11/2013	TCRWP: Science
12/11/2013	Grade 3-5 Metamorphosis Content Institute: Multiplication & Division
12/11/2013	Interpersonal Violence
12/11/2013	K ELA Planning
12/12/2013	Grade 4 ELA Planning
12/12/2013	Grade 3 Baseline ELA
12/12/2013	Grade 3 ELA Planning
12/13/2013	Speech: Insructional Strategies for English Language Learners with Special Needs
12/13/2013	Turning 5 PD
12/13/2013	Learners with Special Needs
12/13/2013	Strategies for Supporting Students
12/13/2013	RTI: Tier 2
12/3/2013	Math Coach Collaborative
12/16/2013	Grade 2 Baseline ELA
12/16/2013	Grade 2 ELA Planning
12/16/2013	Grade 2 Math Planning
12/16/2013	TCRWP Calendar Day: Small Group Instruction
12/16/2013	Grade 1 ELA Planning
12/17/2013	TCRWP: Engagement Group
12/17/2013	TCRWP: Science
12/17/2013	Grade 3-5 Math Learning Community: Proof in Mathematics
12/18/2013	Grade 3 Math Planning
12/19/2013	Metamorphosis Teacher Leader Learning Community
12/19/2013	ESL Techniques, Approaches & Methodology to Increase Oral Production for ELL Students
12/19/2013	TC Content Area Specialty Group: Social Studies and Science
12/19/2013	TCICP Inquiry Group
12/19/2013	TC Lead Teachers Specialty Group
12/20/2013	New Teacher Support
1/3/2014	TCRWP: Language Acquisition
1/3/2014	TCRWP: Language Acquisition
1/3/2014	Word Work
1/6/2014	Grade 4 Math Planning
1/6/2014	Grade 1 Baseline Math
1/7/2014	Minilessons around the Associative Property of Multiplication
1/15/2014	TCRWP: Language Acquisition
1/15/2014	Word Work
1/16/2014	Grade 3-5 Metamorphosis Institute: Multiplication and Division
1/16/2014	Grade 4 Baseline Math
1/16/2014	Grade 2 Baseline Math
1/16/2014	Grade 3 Baseline Math
1/17/2014	RTI: Tier 2
1/17/2014	Math Coach Collaborative
1/21/2014	Grade 3-5 Math Learning Community: Proof in Mathematics
1/23/2014	Metamorphosis Teacher Leader Learning Community

1/24/2014 Speech: Building Academic Vocabulary for ELLs with Disabilities
1/28/2014 Grade 4/5 Learning Community: Reasoning with Fractions
1/29/2014 TC Content Area Specialty Group
1/30/2014 Technology
1/30/2014 Technology - iPads
1/31/2014 All in Theater
1/31/2014 Embodying Rhythm and Musicality
1/31/2014 Minilessons around the Associative Property of Multiplication
2/3/2014 When to Refer ELL Students for Disability Evaluations: What to Do Before Referral
2/4/2014 TCRWP
2/4/2014 Bands of Books
2/4/2014 K Math Learning Community: Contexts for Problem Solving
2/5/2014 Metamorphosis Math PD K-5
2/5/2014 Grade 3-5 Metamorphosis Content Institute: Multiplication & Division
2/6/2014 Technology
2/6/2014 Technology: iPads
2/7/2014 Grade 5 Math Learning Community: Developing Decimal Understanding
2/11/2014 Grade 1 Learning Community: Subtraction
2/12/2014 TCRWP: Science
2/12/2014 TCRWP
2/12/2014 Band of Books
2/12/2014 Minilessons around the Associative Property of Multiplication
2/13/2014 Grade 5 Math Learning Community: Developing Decimal Understanding
2/13/2014 TC Content Area Specialty Group
2/14/2014 RTI: Tier 2
2/11/2014 Grade 1 Learning Community: Subtraction
2/12/2014 TCRWP: Science
2/14/2014 Elementary, My Dear Watson: Achieving the 2nd and 5th Grade Dance Blueprint Benchmarks
2/24/2014 Technology
2/24/2014 Technology : iPads
2/25/2014 Grade 1 Learning Community: Subtraction
2/26/2014 TCRWP: Language Acquisition
2/26/2014 Word Work
2/26/2014 TCRWP: Language Acquisition
2/26/2014 Speech: Developing Common Core Writing Skills for Bilingual Students with Disabilities
2/27/2014 Grade 5 Math Learning Community: Developing Decimal Understanding
2/28/2014 TCRWP
2/28/2014 TCRWP : Science
2/28/2014 Band of Books
2/28/2014 Math Coach Collaborative
3/4/2014 Technology
3/4/2014 Grade 1 Learning Community: Subtraction
3/5/2014 Grade 3-5 Metamorphosis Content Institute: Multiplication & Division
3/5/2014 Technology
3/5/2014 Technology : iPads
3/6/2014 Grade 2 Math Learning Community: Conferring to Develop Reasoning
3/6/2014 TCICP Inquiry
3/20/2014 Grade 2 Math Learning Community: Conferring to Develop Reasoning
3/21/2014 Content Areas Social Studies & Science
3/25/2014 Grade 1 Learning Community: Subtraction
3/27/2014 Grade 2 Math Learning Community: Conferring to Develop Reasoning
3/28/2014 Math Coach Collaborative

4/4/2014 Elementary, My Dear Watson: Achieving the 2nd and 5th Grade Dance Blueprint Benchmarks
4/10/2014 TCICP Inquiry
4/11/2014 TCRWP
4/11/2014 Band of Books
4/30/2014 Arnhold New Dance Teacher Support Program
5/8/2014 TC Content Area Specialty Group: Social Studies and Science
5/9/2014 TC Content Area Specialty Group
5/15/2014 TCICP Inquiry
5/20/2014 Toni
6/5/2014 TCICP Inquiry

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents at PS 503 are welcome and an integral part of our team. Parents are encouraged to volunteer in the classroom, lunchroom and for specific support activities. Parents of all languages and cultures have participated in our volunteer opportunities as class parents, chaperones and special project organizers. Parents have helped to develop policy and allocate funds through he School Leadership team. Parents attend numerous school-wide events such as student assemblies, monthly PTA meetings, monthly Family Fridays, monthly Coffee with the Principal, chess tournaments, the PTA sponsored Winter Carnival and Spring Celebration, field day and the annual Art Show and Auction. Parents of all cultures and languages participate, volunteer and are instrumental in making each event a success. We have allocated additional space in the building to create a place where parents can meet with our Parent Coordinator and Parent Liaison. We hold multiple parent workshops in this space. All notification for all activities listed above are sent home to families in their preferred language.

PS 503 partners with a number of community agencies to provide workshops and services to our ELL parents. We created a partnership with Center for Family Life, a community based organization that provides family counseling, after-school services and other recreational programs. PS 503 in partnership with CFL provides parenting courses in Spanish and Chinese. These courses run for 10 – 12 weeks each and address the issues of how the immigration experience affects parenting, parenting in a different culture and basic parenting issues. We help the parents develop family routines, family rules and develop goals for their children. We also offer a 6-week class that concentrates on basic parenting techniques that help parents restructure family discipline that refocuses away from corporal punishment and helps them develop techniques such as time out and focus on expectations and natural consequences. All these courses are offered at the school to make access easier to parents. PS 503 also partners with the Neighborhood Improvement association. They provide individual and group counseling to help children develop social skills and organizational skills to help them succeed academically and within their family. Parents are brought in on a case-by-case basis to work on developing structures at home that will help to facilitate success. These services are offered in English, Spanish, Mandarin and Cantonese.

PS 503 also partners with Promise Center, an early literacy program that provides English as a Second Language classes. PS 503 is able to refer parents to this program and partners with Promise Center to provide homework help and other familial supports.

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

PS 503 has partnered with the Center for Arts Education to offer Parents as Arts Partners to our parents. Led by our Parent Coordinator and Parent Liaison, in conjunction with a dance teaching artist the series of workshops explores various aspects of dance from specific movement to choreography.

The needs of the parents are evaluated in a number of ways. The parents fill out surveys about their needs. The parents provide input regarding the effectiveness of the attended workshop as well as suggestions for future workshops. Parents also present their needs at Coffee with the principal, a forum where parents can ask questions, talk about what's working and what needs to improve within the school community. Parents also have access to our Parent Coordinator, Parent Liaison, school social worker, school psychologist and guidance counselor to express their needs for additional services. Our PTA has reached out to parents to provide opportunities via the SLT and on their own.

Parents at PS 503 expressed the need for support related to discipline, homework, parenting in a new culture and counseling services. In response to these needs we developed partnerships with community agencies to provide workshops, counseling services and referrals. To reiterate, our parent needs are addressed through parent surveys and conversations from PTA meetings, Coffee with the Principal and conversations with our Parent Coordinator and Parent Liaison. Parents also requested workshops

that would help them help their children as students. As a result we offer a variety of workshops within areas such as reading, writing, phonics, and math. Examples of workshops are "How to Help Your Child with Reading", "How to Help Your Child with Homework", "Math for [Specific] Grade" and "How to Help Your Child Be a Better Writer". Workshops are translated into native language through the assistance of our Parent Coordinator, Parent Liaison, and additional staff as required using simultaneous translation equipment.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 503		**School DBN:** 20K503	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernadette Fitzgerald	Principal		12/10/13
Anthony Pirro	Assistant Principal		12/10/13
Tilcia Sola	Parent Coordinator		12/10/13
Kaitlyn Davis	ESL Teacher		12/10/13
Maria Garcia	Parent		12/10/13
Helen Spruill / Math	Teacher/Subject Area		12/10/13
Megan Husak / Science	Teacher/Subject Area		12/10/13
Beth Hickey	Coach		12/10/13
Brooke Precil	Coach		12/10/13
Yesen Jimenez	Guidance Counselor		12/10/13
	Network Leader		
Allison Demas	Other ESL Coordinator		12/10/13
Melissa Wildes	Other Speech Provider		12/10/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 102

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

Part A: Needs Assessment Findings

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

Currently, our community serves four language groups: Chinese, Spanish, English and Arabic. All parent materials - written and oral - are presented in English, Spanish, Arabic and English. When students enroll, parents automatically inform the school their preferred language of communication via the Home Language Survey. This information is maintained by the Pupil Personnel Secretary. In addition, classroom teachers survey their parents to double check the preferred langauge of each. Copies of all printed materials are made in the appropriate amount for the appropriate number of languages. Translators are provided for parents during all conferences and meetings. The school Parent Coordinator and Parent Liaison are bilingual. All meetings, workshops, and orientations are translated with the use of simultaneous translation equipment.

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.

62% of our families require materials written in Spanish, 16% in Chinese, 2% in Arabic and 20% in English. The technology teacher creates a spreadsheet for all staff, informing them of the language communication requirements for each class.

Part B: Strategies and Activities

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

Each grade is assigned a Spanish, Arabic and Chinese translator in charge of all written materials for that grade which include monthly curriculum newsletters, trip slips, homework notices, etc. Once materials have been translated, they are given to the School Aide who copies class sets based upon the spreadsheet. All written translation services are provided in house by school staff. In addition, we utilize materials provided by the Translation Interpretation Unit of the Department of Education.

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

During the school year, all oral translations, except on parent teacher conference dates, are provided by school staff. On PT Conference dates, we supplement our translation support through the use of Center For Family Life staff members. During school-wide meetings the use of simultanelous translation devices are made available to 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.

As per Section VII of Chancelor's Regulations A-663, we are providing timely notification to parents of events and important information in native language - written and oral. We do this through the utilization of grade-level translators, school-wide translators, the support of Center for Family Life and the Office of Translation and Interpretation Services. Monthly calendars and notifications are sent home in native language. Signs of upcoming events are posted, in all langauges, at the main entrance of the building. Our bilingual coordinators are based in the main office in order to be easily accessible to all parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 503	DBN: 20K503
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

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

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: PROGRAM 1: AFTER SCHOOL 5th GRADE ENGLISH LITERACY DEVELOPMENT FOR ELLS: A major goal for PS 503 is to ensure that its approximately 70 5th graders matriculate to schools of their choice and that best meet their academic needs. This after-school program is designed to enhance students oral vocabulary and reading and writing skills thereby improving their overall literacy abilities. Students are provided with additional instruction in persuasive writing and oral presentation. Since these students will be moving on to middle school this program helps them learn the language necessary to advocate for their needs. The program is 4 weeks and runs from November 1st – December 6th. Six ESL certified teachers meet weekly, Monday to Friday from 3:15 to 4:45, with groups of 10-12 students to teach such skills as recognizing patterns in geometry, verbal, written and visual analogies, identifying supporting details and transitional words to help with elaboration, and comprehending directions and improving listening skills. The teachers assist the students in developing persuasive essays as well as oral presentations. PROGRAM 2: AFTER SCHOOL THEME BASED HANDS-ON LANGUAGE IMMERSION PROGRAM Grades K-5: Based on NYSESLAT results, class assessments, and past ELA tests, we know that our ELL children lag in two areas. They have difficulty reading/comprehending non-fiction material and answering related questions. Our students also struggle with essay writing. While they have structure in place, they do not support their ideas with evidence from their readings. It has been our observation that kindergarten students acquire English language at a more rapid pace than older students. It is our belief that this is due to the method of instruction used with young children. Kindergarten classes generally provide theme based hands-on courses of study. Students explore all aspects of language, reading, writing, listening and speaking while focusing on different aspects of one topic. "Programs that include hands-on learning can help immigrants or students from traditionally underserved communities become more engaged in learning and invested in completing their education." We currently have 302 kindergarten and 1st grade, 160 2nd and 3rd grade, and 135 4th and 5th grade English Language Learners who can benefit from this type of instruction. Our after school program will specifically target these students. From November 12th to June 14th students will meet in groups of 15 – 20 students with ESL certified and general education teachers and will be immersed in all areas of literacy and language acquisition around specific themes. The general education teacher provides the expertise in reading instruction and the ESL teacher provides the expertise in ESL instruction and supports. Instruction and exploration will be through the use of non-fiction texts and related exploratory materials. Classes will run from 3:30-5:00 two times a week for 5 week cycles. Instruction will be in English with ESL supports, however non English speakers will be additionally supported by our bilingual staff. 1. Cabral, L. (2006). Twenty-first century skills for students: Hands-on learning after school builds school and life success. New Directions for Youth Development, 110. Maiden, MA: Wiley InterScience.

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		