



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: OAKLAND GARDENS SCHOOL
P.S. 203

DBN (i.e. 01M001): 26Q203

Principal: CAROLE NUSSBAUM

Principal Email: CNUSSBAUM@SCHOOLS.NYC.GOV

Superintendent: ANITA SAUNDERS

Network Leader: BEN WAXMAN

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
Carole Nussbaum	*Principal or Designee	
Denis Balabushka	*UFT Chapter Leader or Designee	
Jennifer De Vito	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Del Vecchio	Member/ Teacher	
Linda Holcomb	Member/ Teacher	
Sandy Leahy	Member/ Teacher	
Myung Kim	Member/ Parent	
Cathy Lin	Member/ Parent	
Theresa Wong	Member/ Parent	
Sophia Yang	Member/ Parent	
	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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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.

Based on the data from the 2013 NYS ELA assessment, a minimum of 80% of 4th and 5th grade students will achieve a level 3 or higher on the NYS ELA Assessment

Comprehensive Needs Assessment

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

- ✓ **Current DOE Citywide Expectation Mandates**
 - ✓ **Inquiry Team Analysis of student work by collaborative teacher teams**
 - ✓ **2013 ELA Assessment Scores (ELA 78%)**
 - ✓ **iReady Benchmark Assessments**
 - ✓ **Teacher – made assessments**

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. **Instructional Technology**
2. **Literacy based classroom programs and strategies**
3. **Professional Development**

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

1. Administration, Classroom teachers, out of classroom teachers, specialists, consultants, Curriculum Committee, Citywide Instructional Team
2. Administration, Classroom teachers, out of classroom teachers, specialists, consultants, Curriculum Committee, Citywide Instructional Team
3. Administration, Classroom teachers, out of classroom teachers, specialists, consultants from iReady, myOn, SmartBoard, Safari Montage, Curriculum Committee, Citywide Instructional Team

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

1. **Technology driven assessments. E.g., iReady, MyOn and instructional technology lessons. E.g., Smartboard lessons, Safari Montage, Brain Pop**
2. **All classrooms have Fountas & Pinnell Non-Fiction Libraries. Rotational Literacy Centers in grades K – 5 (e.g.; guided, independent). Ladders non-fiction reading program (National Geographic) in grades 3-5. Use of Curriculum Maps. Teachers will use Engenuity Product Pouches/Cards as well as other materials to differentiate instruction by creating products that connect to the IIM Research process. After school tutoring for Level 1 students.**
3. **Administration will provide on-going staff development. Staff will participate in P.D. opportunities provided by Network and school. Staff will turnkey strategies learned from outside Professional Development. Curriculum Mapping aligned with the CCLS. SBO 1 hour teachers' lunch period to discuss, plan and analyze and reflect on their goals and data.**

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

1. **Assessments are administered in October 2013, February 2014 and late May 2014. Instructional technology in the classroom is ongoing from September 2013 through June, 2014.**
2. **Literacy based classroom programs and strategies are driven by formative assessments (e.g., iReady, 2013 ELA State Assessment) and performance assessment tasks (MOSL purchased materials) and grouping is fluid, reflecting assessment results. Programs are ongoing from September 2013 through June 2014. After school tutoring is a 5 week program from Nov. 18 – Dec. 16, 2013**
3. **Professional development is provided the first day of school (September 5, 2013), at monthly Faculty Conferences, attendance at National Conference for Gifted Children (Nov. 5-9, 2013), one lunch hour a month (as part of the SBO), Calendar Change Professional Development Day (December 12,2013), on BQ Day (June 5, 2014), and ongoing as needed and appropriate to support mandates and initiatives.**

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

1. IReady assessments will be administered in October, February, and May. Independent student reading activities All classroom teachers will utilize computer centers daily .3 – 8 lessons per week will be Smartboard interactive.
2. Inquiry teams on each grade level meet once a week (37.5 minutes) plus one lunch hour per month (1 hour) every month. PPT team with administration once a month. RTI Team meets weekly for 1 hour.
3. A full day of professional development is provided the first day of school (September 5, 2013) for the entire faculty (85 people), at monthly Faculty Conferences (85 people), attendance at National Conference for Gifted Children (Nov. 5-9, 2013) (5 people), one lunch hour a month (as part of the SBO) (85 people), Calendar Change Full Day Professional Development Day (December 12, 2013) (85 people), full day BQ Day (June 5, 2014), and ongoing as needed and appropriate to support mandates and initiatives.

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).

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

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	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Curriculum Development PS: TL FSF
Professional Development: TL Transfer Incentive
Data Specialist: ARRA RTTT Data Specialist
Advance Team: TL Citywide Expectation
Tutoring: TL ELA/MATH Student Support
OTPS: TL MOSL
Parent Outreach TL Translation Services

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, a minimum of 85% of all grade 4 and 5 students will achieve a level 3 or higher on the NYS Mathematics Assessment

Comprehensive Needs Assessment

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

- ✓ **2013 NYS Math test scores (Math 92%)**
- ✓ **Teacher assessments (formal and informal)**
- ✓ **iReady**
- ✓ **Benchmark Assessments**
- ✓ **Citywide Instructional Expectations CCLS Math**

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

2. **1. Instructional Technology**
3. **2. Math based classroom programs and strategies**
4. **3. Professional Development**

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

1. Administration, Classroom teachers, out of classroom teachers, specialists, consultants, Curriculum Committee, Citywide Instructional Team
2. Administration, Classroom teachers, out of classroom teachers, specialists, consultants, Curriculum Committee, Citywide Instructional Team
3. Administration, Classroom teachers, out of classroom teachers, specialists, consultants from iReady, SmartBoard, Safari Montage, Curriculum Committee, Citywide Instructional Team

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

1. **Technology driven assessments. E.g., iReady and instructional technology lessons. E.g., Smartboard lessons, Safari Montage, Brain Pop**
2. **Pearson EnvisionMath program in grades K – 5. Use of Curriculum Maps.**
3. **Administration will provide on-going staff development. Staff will participate in P.D. opportunities provided by Network and school. Staff will turnkey strategies learned from outside Professional Development. Curriculum Mapping aligned with the CCLS. SBO 1 hour teachers' lunch period to discuss, plan and analyze and reflect on their goals and data.**

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

8. **Assessments are administered in October 2013, February 2014 and late May 2014. Instructional technology in the classroom is ongoing from September 2013 through June, 2014.**

9. **Math based classroom programs and strategies are driven by formative assessments (e.g., iReady, 2013 Math State Assessment) and performance assessment tasks and grouping is fluid, reflecting assessment results. Programs are ongoing from September 2013 through June 2014.**

1. **Professional development is provided the first day of school (September 5, 2013), at monthly Faculty Conferences, attendance at National Conference for Gifted Children (Nov. 5-9, 2013), one lunch hour a month (as part of the SBO), Calendar Change Professional Development Day (December 12, 2013), on BQ Day (June 5, 2014), and ongoing as needed and appropriate to support mandates and initiatives.**

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

1. **iReady assessments will be administered in October, February, and May. Independent student math activities All classroom teachers will utilize computer centers daily .3 – 8 lessons per week will be Smartboard interactive.**

2. Inquiry teams on each grade level meet once a week (37.5 minutes) plus one lunch hour per month (1 hour) every month. PPT team with administration once a month. RTI Team meets weekly for 1 hour.
3. A full day of professional development is provided the first day of school (September 5, 2013) for the entire faculty (85 people), at monthly Faculty Conferences (85 people), attendance at National Conference for Gifted Children (Nov. 5-9, 2013) (5 people), one lunch hour a month (as part of the SBO) (85 people), Calendar Change Full Day Professional Development Day (December 12, 2013) (85 people), full day BQ Day (June 5, 2014), and ongoing as needed and appropriate to support mandates and initiatives

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).

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

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		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Curriculum Development PS: TL FSF
Professional Development: TL Transfer Incentive
Data Specialist: ARRA RTTT Data Specialist
Advance Team: TL Citywide Expectation
Tutoring: TL ELA/MATH Student Support
Parent Outreach TL Translation Services

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 2014, 10% of all ELL students will show progress by 1 proficiency level (e.g., beginner, intermediate, advanced, proficient) on the NYS English as a

Second Language Achievement Test (NYSESLAT).

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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

2. 1. Instructional Technology
3. 2. ESL based classroom programs and strategies
4. 3. Professional Development
5. 4. Strategies to accelerate ELLs' academic achievement and English language acquisition include scaffolding tools, explicit ESL instruction, and native language support.
6. 5. Instruction will include guided reading, writing through content areas and various genres, vocabulary acquisition, and oral communication.
7. 6. PPT meetings, AIS/RTI meetings, & Grade Inquiry meetings
8. 7. ESL & Classroom teacher articulation
9. 8. Title III after school program

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

1. ESL Teachers
2. Administration, ESL Teachers
3. Administration, ESL Teachers, Classroom teachers, out of classroom teachers, specialists, consultants from iReady, SmartBoard, Safari Montage, Curriculum Committee, Citywide Instructional Team

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

1. Instructional technology lessons. E.g., SmartBoard lessons, Safari Montage
2. Each first grade ELL student will be given the mandated instructional time for English as a Second Language as per CR Part 154. ELL students will be grouped according to their needs (writing, reading, listening, and speaking) and by their proficiency level (e.g., Beginner, Intermediate, Advanced, and Proficient). School AIS/RTI plan will be implemented. **Instruction will include guided reading, writing through content areas and various genres, vocabulary acquisition, and oral communication. Strategies to accelerate ELLs' academic achievement and English language acquisition include scaffolding tools, explicit ESL instruction, and native language support. Instruction will include guided reading, writing through content areas and various genres, vocabulary acquisition, and oral communication (e.g. Tony Stead materials). Students are invited to participate in Title III afterschool program as an extension activity.**
3. Professional development is provided to support articulation between ESL teachers and classroom teachers, PPT meetings, AIS/RTI meetings, & Grade Inquiry meetings.

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

1. Ongoing from September, 2013 to June 2014.
2. Individualized and ongoing based on either prior assessment information or LAB-R results from September 2013-June 2014
3. Professional development is provided the first day of school (September 5, 2013), at monthly Faculty Conferences, at one lunch hour a month (as part

of the SBO), at Calendar Change Professional Development Day (December 12, 2013), on BQ Day (June 5, 2014), and is ongoing as needed and appropriate to support mandates and initiatives.

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

1. IReady assessments will be administered in October, February, and May. Independent student literacy activities
2. ESL teachers meet once a week (37.5 minutes) plus one lunch hour per month (1 hour) every month. PPT team with administration once a month. RTI Team meets weekly for 1 hour.
3. A full day of professional development is provided the first day of school (September 5, 2013) for the entire faculty (85 people), at monthly Faculty Conferences (85 people), attendance at National Conference for Gifted Children (Nov. 5-9, 2013) (5 people), one lunch hour a month (as part of the SBO) (85 people), Calendar Change Full Day Professional Development Day (December 12, 2013) (85 people), full day BQ Day (June 5, 2014), and ongoing as needed and appropriate to support mandates and initiatives
4. 2 ESL teachers use SIOP daily
5. Concurrent with and supplemental to classroom work
6. 2 ESL teachers articulate with PPT team weekly for 1 hour.
7. 2 ESL teachers articulate with classroom teachers on as as needed basic
8. 2 teachers provide an afterschool program for 17 weeks , 2 hours per session for 30 children from Title III funds

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).

- Translate Materials and ensure distribution of translated DOE materials.
- Align Translation & Interpretation budget
- Create PTA language buddies

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	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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.

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

3.

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

1.

5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

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

Instructional Strategies/Activities
 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.

- Strategies/activities that encompass the needs of identified subgroups**
1.
- Key personnel and other resources used to implement each strategy/activity**
3.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- Timeline for implementation and completion including start and end dates**
1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

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).

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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	<p>AIS services enable students in Grades K-5 to receive remediation in reading, writing, listening, and oral language aligned with the CCLS. Students in Grades K-3 are screened for participation based on iReady and overall academic progress, and students in Grades 4 and 5 are selected based on standardized reading examination, iReady and overall academic progress. Teacher made remedial intervention materials are used in order to address deficits in the areas of English Language Arts with a concentration on the CCLS.</p>	<p>AIS students meet 1 to 2 times a week in a small group setting.</p>	<p>AIS services are provided during the school day.</p>
Mathematics	<p>AIS services enable students to receive at-risk services focusing on all facets of mathematics and aligned with the CCLS. Teacher made remedial intervention materials are used in order to address deficits in the areas of numerical operations and math problem solving.</p>	<p>AIS students meet 1 to 2 times a week in a small group setting.</p>	<p>AIS services are provided during the school day.</p>
Science	<p>AIS services enable students in Grades K-5 to receive remediation in reading, writing, listening, and the oral language of science as aligned with the CCLS. Teacher made remedial intervention materials are used in order to address deficits in science with a concentration on the CCLS.</p>	<p>AIS students meet 1 to 2 times a week in a small group setting.</p>	<p>AIS services are provided during the school day.</p>

<p>Social Studies</p>	<p>AIS services enable students in Grades K-5 to receive remediation in reading, writing, listening, and the oral language of social studies as aligned with the CCLS. Teacher made remedial intervention materials are used in order to address deficits in social studies with a concentration on the CCLS.</p>	<p>AIS students meet 1 to 2 times a week in a small group setting.</p>	<p>AIS services are provided during the school day.</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p><u>At-Risk Services provided by the Guidance Counselor</u>—The Guidance Counselor focuses on socialization skills, anger management, bereavement, and study skills.</p> <p><u>At-Risk Services provided by the Social Worker</u>-- The Social Worker focuses on socialization skills, anger management, bereavement, and study skills.</p> <p><u>At-Risk Speech and Language Therapy</u>—The Speech and Language Teacher focuses on deficits within the areas of expressive and receptive speech.</p> <p><u>At-Risk Occupational Therapy</u>—The Occupational Therapist focuses on deficits within the areas of fine motor skills and/or organization skills.</p>	<p>Students meet 1 time a week in a small group setting.</p> <p>Students meet 1 time a week in a small group setting.</p> <p>Students meet 1 time a week in a small group setting.</p> <p>Students meet 1 time a week in a small group setting.</p>	<p>AIS services are provided during the school day.</p>

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

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

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

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).

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.).

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.).

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.

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).

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 26	Borough Queens	School Number 203
School Name The Oakland Gardens School		

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 Carole Nussbaum	Assistant Principal Leslie Wechsler CatherineOrdas
Coach	Coach type here
ESL Teacher S. Silverman J. Simons	Guidance Counselor Cassandra Pitkin
Teacher/Subject Area V. Angelidakis/Reading	Parent type here
Teacher/Subject Area Tony Shen/IEP Teacher	Parent Coordinator Debra Halpern
Related Service Provider Lisa Gamzo/Speech Therapist	Other Dr. Gelman/School Psychologist
Network Leader(Only if working with the LAP team) type here	Other S. Liebowitz/Social Worker

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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 <u>not</u> currently teaching in the ESL program	2	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)	895	Total number of ELLs	81	ELLs as share of total student population (%)	9.05%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	4	4	4	2	2	2								18
Pull-out	1	1	1	1	1	0								5
Total	5	5	5	3	3	2	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	78	0	11	3	0	2	0	0	0	81
Total	78	0	11	3	0	2	0	0	0	81

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	
	EL	EP	EL	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	0	1	0	1										2
Chinese	23	16	8	4	1	4								56
Russian	0	0												0
Bengali	0	0												0
Urdu	0	0												0
Arabic	0	0		1										1
Haitian	0	0												0
French	0	0												0
Korean	4	6	3	1	1									15
Punjabi	1	0												1
Polish	0	0	1											1
Albanian	0	0		1										1
Other	2	2												4
TOTAL	30	25	12	8	2	4	0	81						

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)	11	3	4	1	1	3								23

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)	2	8	2	3	0	0								15
Advanced (A)	17	13	7	4	1	1								43
Total	30	24	13	8	2	4	0	0	0	0	0	0	0	81

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					0
4		1	1		2
5	1	2			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4							1		1
5						2		1	3
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									0
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.

The early literacy skills of our ELLs are assessed using the new iReady Diagnostic Tool. This assessment is built for the Common Core, and combines a valid and reliable growth measure and individualized instruction. Each student's specific language arts or mathematical weakness is measured and targeted for growth. The tasks involved specifically integrate reading, writing, listening and speaking. In addition, the Fountas and Pinnell Benchmark Assessment System is also used in grades kindergarten through three. This assessment provides valuable insight into our students' needs. It allows for evaluation, teaching and intervention, monitoring and supporting ELL students. Each student's instructional level for guided reading is determined, and effective instruction is designed to support student achievement. This assessment takes place three times per year: September/October, January/February, and May/June. iReady informs our instructional plan by giving the next steps for instruction for each individual child. The next steps for instruction may include a focus on specific strategies, such as phonemic awareness, intensive vocabulary instruction, or story elements.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After careful analysis of the 2013 NYSESLAT and LAB-R, many patterns are revealed. The majority of advanced students, as per the LAB-R, are in kindergarten (17 students), with the next largest group in first grade (13 students). This is most likely due to a strong foundation in language arts in the Universal Pre-Kindergarten program at P.S. 203. The reading readiness skills learned, coupled with conversational opportunities afforded in the Pre-Kindergarten program, have helped propel these students to a higher level of proficiency upon entering school. As the grades ascend, the number of advanced students decrease, most likely due to their achievement of proficiency on the NYSESLAT in subsequent years. Intermediates make up the next largest group, with the majority in first grade (8 students). As with the advanced students, the intermediate students have ascended a level on the NYSESLAT. These students are former beginner level students. The largest amount of beginners is in kindergarten (11 students). These students are largely comprised of students who have just arrived from other countries. At the same time, there are a significant number of beginners in the upper grades, as these students are also newcomers.

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 data is not available at this time.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4.a. ELL students in grades three, four and five were administered the 2013 New York State English Language Arts (ELA) Examination. The total amount of ELL students tested in grade three was one, with this student scoring at Level 4 (exceeding learning standards). In the fourth grade, there were four students tested. One student scored at Level 1 (shows serious academic problems), and three students scored at a Level II (partially meeting learning standards). This test offers no translated version, with students receiving certain accommodations such as time extension and separate location. The 2013 New York State Math Examination was administered to one ELL third grader, and four fourth grade ELL students using native language translation and glossaries. The third grade student scored at Level 4 (meeting learning standards with distinction), while two of fourth graders also scored at Level 4 (meeting learning standards with distinction), and the remaining two fourth graders scored at Level 3 (meeting learning standards). Results show the importance of native language support for content areas, as ELL students performed at a higher level with translated materials and glossaries. Students in grades three through five who take assessments in their native language, when available, have performed at grade level or above grade level.

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

the beginning of the school year as students are given the opportunity to become familiar with these materials.

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](#).)

Tier 1 Interventions:

Using the various assessments (ECLAS, formative/summative assessments, iReady Diagnostic (universal screener) and curriculum (National Geographic's Reach for Reading: Common Core Program and Ladders), the classroom teacher assesses every student (including ELLs) to gauge their skills in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text). Using the aforementioned programs and evaluative tools, the classroom teachers constantly evaluate each student's progress to see if intervention services are warranted. If an ELL student needs intervention, the teacher will monitor any (and all) progress using the TIER 1 Tracking Form. Using the Pre-Referral Intervention Manual (PRIM) or any other authentic interventions, the teacher can select an appropriate remediation based upon the need(s) of each student. This renders Tier 1 as a differentiated strategy, as a classroom teacher can choose a strategy that fits the needs of an English Language Learner. If the classroom teacher seeks advice, he or she will consult with any special-education personnel, ESL teacher, and/or administrator (who will, then, also consult with the rest of the RTI team at the weekly/monthly meetings). Continuous assessment and evaluation of each student will occur to see how the student is progressing. All classroom teachers will provide the highest quality of instruction by: differentiating the instruction; having clear goals for each student; using research-based instruction strategies and interventions; sharing assessment data with colleagues, students, and parents; participating in ongoing professional development opportunities to ensure strong instructional and classroom management skills; collaborating with colleagues to review student work and common assessments. Tier 1 Interventions may also include: Extended day interventions (which are provided by both the classroom and special-education teacher); reading/math tutorial: once a week tutorial period for those students who need support. ELL students also receive glossaries and content area translated dictionaries to aid them in translating any unknown words or phrases.

Tier 2

For any ELL students not responding to Tier 1 strategies, Tier 2 interventions render the student the opportunity to work in a small group. Tier 2 builds upon Tier 1: students who receive Tier 1 interventions will continue to receive that instruction. In order for a student to receive Tier 2 interventions, teachers must hand in a completed copy of the Referral for Intervention Services as well as the completed copy of the Tier 1 Tracking Form. ANY ASSESSMENTS/DATA supporting a teacher's concerns is NECESSARY.

A designated team member/interventionist (Speech, SETSS, etc.) will be assigned and conduct the intervention service for eight-to-twelve weeks, with parental permission. The interventionist (and general education teacher) must create and open an RTI folder in order to track how the student is progressing. This is used as evidence, in case of a referral for SETSS or any other special-education placement. The duration of Tier 2, as said previously, is around eight-to-twelve weeks with a maximum of eight-to-ten students in a group (five for speech-related groups). The interventionist will meet with the student(s) once or twice per week for thirty-to-forty-five minutes. Tier 2 services are provided using a pull-out or push-in method (depending on the need of the student).

The Tier 2 interventionist must complete the Tier 2 At-Risk Intervention Tracking Form during the duration of time at which he/she sees the student. He or she can use the PRIM for reference as well. Once the eight-to-twelve weeks are complete, the RTI team will reconvene on the student's case and decide whether the student's needs warrant strictly Tier 1 or 3 interventions. (The RTI team might also decide to keep the student in Tier 2, if the student is showing progress.). Teachers who employ Tier 2 strategies must: Meet to develop an intervention plan for each student via authentic assessments aligning to the curriculum; frequently evaluate students to determine the need for additional interventions (Tier 3) or a change of intervention; and, use the Tier 2 At-Risk Intervention Tracking Form to monitor the progress of each student.

Tier 3

Once the eight-to-twelve weeks are completed, the RTI team will meet to discuss those students who might need further intervention. Students who previously received Tier 2 interventions might warrant an evaluation to receive SETSS, Speech and/or Language, etc.; students who showed progress will be able to stay in Tier 2 or will be able to receive Tier 1 strategies. Tier 3 interventions require a comprehensive special-education evaluation by the school psychologist (with parental permission). The interventionist and general education teacher must together complete the Referral for TIER 3 Intervention Services (SETSS, Speech, OT & PT) (Form 5) and submit it (with all other documentation) to the School Based Support Team. If a student qualifies for SETSS (or any other related service), the student will then be entitled to a three-to-five times per week intervention service. Students' progress will be closely monitored and evaluated using assessments (both formal and informal) prescribed by the classroom and special-education

teachers/related service personnel.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Decisions regarding instruction take into careful consideration many factors. New York state standards and assessments, as well as ELL policies throughout the New York state and city are closely followed. ELL children are grouped according to their proficiency level as determined by the NYSESLAT. This level is known to all teachers with ELLs in their classes, as well as other support staff. When available, translate L1 materials are offered and implemented. The ELL pedagogues are fully certified and supported with numerous resources and professional development opportunities. ELL students learn new concepts and develop new knowledge across a range of content areas. Academic language is fostered while students receive early, explicit and intensive instruction in phonological awareness and phonics in order to build decoding skills. In all K-6 classrooms, English-learning students are given significant opportunities to engage in structured, academic talk. All content area teachers teach in such a way that they are building the students' English language skills.
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.).
Success of our ELL program is seen through advancement in the four levels of the NYSESLAT (beginner, intermediate, advanced, and proficient). Most students, over 95%, move to the next level of proficiency (i.e. beginner to intermediate, or advanced to proficient) on this test. Those students who do not advance to the next level are given extra support in their particular area of weakness. Students who do not meet AYP for ELLs are considered for additional academic services.

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](#).)
Upon initial enrollment of their child, all parents complete the revised 2006 Home language Identification Survey (HLIS). An interpreter is available, and a translated version of the HLIS is on hand in various languages. An interview is conducted with a licensed certified pedagogue (S. Silverman-ESL Teacher, J. Simons-SETSS/ESL Teacher, T. Shen-IEP Teacher, V. Angelidakis-Reading Specialist, L. Wechsler-Assistant Principal, C. Ordas-Assistant Principal, C. Nussbaum-Principal) to help with the completion of the survey. Eligible students, based on the HLIS, are tested with the Language Assessment Battery-Revised (LAB-R) within ten days of their first day of school. Students are tested by the certified ELL teacher, S. Silverman, in the ESL classroom. The LAB-R is given individually to all eligible newly admitted students. Additionally, if a Spanish speaking student does not score proficient on the LAB-R, he or she is given the Spanish LAB-R by a fully certified, licensed Spanish speaking pedagogue. This test determines the student's level of proficiency in Spanish.
In late April, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELL students who have a LAB-R indicating their entitlement for English as a Second Language (ESL) services. Using the New York City ATS system, reports are run to determine which students must take the NYSESLAT. The RLAT, RLER, and RNMR reports are used to determine the students' eligibility. Testing dates are determined and informational letters are sent to parents in English as well as their native language. A parent meeting is conducted to explain the test and its implications. Students are tested in the four modalities (listening, speaking, reading, and writing) within the testing time frame allotted by New York State. The ESL teachers, Mrs. S. Silverman and Mr. J. Simons, administer the test.

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.

Students who qualify for ESL services on the LAB-R are sent an entitlement letter (Appendix C) within the first 10 days of school. The letter gives sufficient notice for a parent orientation meeting. This meeting informs parents of their choice of programs offered within New York City public schools. The meeting's agenda includes an introduction of the ELL staff, S. Silverman and J. Simons (ESL Teachers) school administrators, C. Nussbaum, L. Wechsler, C. Ordas (principal and assistant principals, respectively); interpreters, T. Shen and S. Lee; parent coordinator (D. Halpern); and additional support staff that will work with ELL students. All forms are presented in the parents' native language. Moreover, parents view the orientation video from the NYC DOE website in English and their native language explaining the various second language acquisition programs. Interpreters are available to translate and assist with any questions and concerns parents may have. After a question and answer session, parents are asked to complete the Parent Survey and Program Selection form (Appendix D). All information regarding the three program choices, using a Powerpoint presentation, New York City program choice pamphlets, and the New York City video, are presented before the parents are informed of the program this school currently offers. Copies of these letters and forms are kept on file in the ESL room, along with copies of the HLIS. Should a TBE/DL program become available within the school, parents who previously chose these programs as their first choice will be informed and invited to attend an informational session to further assist them in their selection.

3. 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](#)].)

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

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.

All parent surveys are reviewed for program selections to ensure that parent choices are honored. In this way, parents play an active role in ELL program planning and design. P.S. 203 offers a Freestanding ESL program and students are placed according to proficiency level. Parents are informed of this ESL program at the conclusion of the parent orientation meeting and in follow up letters after the consultation. Parents are further informed of other Transitional Bilingual or Dual Language Programs within the borough and city. Translators are always available to help distribute the information. All ELL parents are reached, and the information they receive is useful, thorough, and delivered in a timely fashion (within ten days of enrollment).

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.

In order to ensure all eligible students are administered the NYSESLAT, ATS reports, including the RLER and RLAT are downloaded and examined. All students eligible to take the NYSESLAT are scheduled for the exam. In conjunction with administrators and our testing coordinator, a schedule of testing is created for each child. Individual testing in the speaking portion is administered first, throughout the testing period. The additional sections are administered on designated testing days. The students are administered the test in small groups in the ESL rooms with the ESL teachers. Students who are absent are given a make-up test upon their return to school. Actual testing dates are determined and parents are notified in advance.

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 program models at P.S. 203 are alligned with parents requests. Parents have consistently requested English as a Second Language as their program choice. Approximately 80% of the surveys show Freestanding ESL as the first program choice, while the Dual language program is chosen by less than 10%, with the Transitional Bilingual program as a distant third program choice. English as a Second Language is our only program in this school. All parents have opted for this program, or rejected the transfer to another school for their first choice. If the demand for a bilingual or dual langugae class grows in the future, these classes will be considered by the school adminitration and district superintendent.

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])?

The ELL students at P.S. 203 are held to the same high expectations and common core standards as the rest of the student population. Results from various assessments, including the NYSESLAT, Baseline Performance Tasks, and iReady diagnostics, are used to monitor students progress and drive instruction. Instructional time is maximized through regular consultation with mainstream classroom teachers and ELL teachers via weekly lunch meetings and RTI meetings. Language and literacy skills are delivered through content area instruction to foster academic language. Modeling, bridging, and schema-building are among the scaffolding techniques incorporated into our instruction delivery. The staff is comprised of qualified and experienced pedagogues who receive appropriate and supportive professional development. The entire school community, including parents, local businesses and elected officials, are involved in the learning process through various programs.

- a. English Language Learners (ELL), comprising of slightly more than 9% of the school's population, are educated by means of a Freestanding English as a Second Language (ESL) program, incorporating a pull-out model with homogeneous groups. Eighty-one ELL students spend the remainder of their day in all English content area instruction with native language support.
- b. Two ESL teachers, S. Silverman and J. Simons take the ELL students from their mainstream classroom and bring them together for small group English instruction. Students are grouped according to proficiency level (beginner, intermediate, and advanced) as determined by the New York State English as a Second Language Achievement Test (NYSESLAT), and current grade level.

2. 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)?

2. Instructional time is based on the ELL students' proficiency level as outlined in CR Part 154 Regulations. Thirty-eight beginner and intermediate students receive 360 minutes of ESL instruction per week, while forty-three advanced level students receive 180 minutes of ESL instruction per week, and an additional 180 minutes of English Language Arts (ELA) instruction in their mainstream classroom. A balanced-literacy approach is used to foster rapid assimilation of ELL students into the academic and social community of PS 203. Instruction is aligned to the Common Core standards. P.S. 203 has two ESL teachers on staff. Students are grouped according to proficiency level and grade. All ESL teachers provide instruction to various third, fourth, fifth grade students, and the self-contained ESL special education class, in addition to instruction to the kindergarten, first, and second grades.

- a. Explicit ESL is delivered through a balanced literacy approach which incorporates content area curriculum. The use of ESL methodology and instructional strategies, coupled with scaffolding learning, is the foundation of this approach. In order for students to develop critical thinking skills, problem-solving strategies, and communicate proficiently in English, educational programs utilized throughout the school scaffold students' learning as they progress through stages of language acquisition. Effective practices such as Thinking Maps, graphic organizers, semantic maps, modeled writing, Backward Design, Sheltered English Instruction Approach (SIOP), and read alouds foster academic language development. ESL teachers teach to varied learning styles; encourage students to participate in class; give students more wait time (at least 15-20 seconds); use many visuals, including real-life pictures and Safari Montage videos, use physical activity, SMARTboards, Total Physical Response, model, role-play, act out; use concrete language and questions; incorporate the four skills of language acquisition: reading/writing/listening/speaking; and check understanding using "show me" techniques. ELA instruction is incorporated in the ESL classroom in addition to the mainstream classroom.

3. 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.

3. Scientifically-based research on second language acquisition is the foundation of instructional planning and meeting the rigorous common core standards for ELL students at P.S. 203. While the language of instruction at P.S. 203 is English, students' native language literacy skills are taken into consideration in order to diversify instruction. Teachers understand that students

need to be exposed to large amounts of comprehensible input to develop all areas of second language acquisition so they use the following strategies to accomplish this goal:

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

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

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

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

Besides the use of the results of the NYSESLAT and Baseline Performance Tasks, the ESL program uses the assessments within the Ballard-Tighe ELL program. Each unit has a pre-assessment and post-assessment designed for English language Learners to determine their level of readiness within each modality (listening, speaking, reading and writing). Additionally, teacher observations and classroom performance tasks and assessments span all four modalities.
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).

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

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

c. For ELLs receiving services 4 to 6 years, academic language is modeled in the classroom in order for these students to transition from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). Teachers strive to create a challenging setting where instruction is adjusted for students to work within their zone of proximal development. Instruction is aligned with the new Common Core standards. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are accountable talk read alouds, a print-rich environment, shared reading texts, leveled libraries, writing and listening centers. Small group instruction, such as guided reading and math groups, and tutorials, is planned based upon various assessments, including the ELL interim assessment. Classroom and ESL teachers coordinate to design lessons that compliment content area instruction while taking different cognitive learning styles into consideration. Individual and group projects, oral presentations, and numerous writing samples are all used to assess the development of students' progress and growth. ELL students are given the opportunity to utilize the computer lab and classroom computers, where various kinds of software and online internet access are available to improve literacy, writing, and research skills. Materials used in order to teach the four modalities of listening, speaking, reading, and writing are as follows: authentic literature with accompanying audio cassettes; charts, graphs, diagrams, visuals, graphic organizers, manipulatives, computer resources, Oxford picture dictionaries; Being a Writer program; Rosetta Stone interactive language experience software; National Geographic Reach For Reading Program, Envisions Math Program, Rally Science Rehearsal; Houghton-Mifflin ESL reading series, author study materials, and biographies. The Rosetta Stone materials are used by ELL students in the computer lab for two 45 minute blocks per week.

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

e. Former ELL students receive services from a fully certified Reading pedagogue. This reading group meets two times per week for 45 minutes each session. Strategies taught help these former ELL students master some nuances of the English language that, although proficient, have proved to be a challenge for these students. Additionally, former ELL students receive extended time and separate location on all state and local examinations.

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?

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Based on these principles, instructional strategies are incorporated so that all learners, including ELL-SWDs, have access to the curricula and tasks and are cognitively engaged. These teaching strategies and grade-level materials include Sheltered Instruction Observation Protocol (SIOP), Thinking Maps, SMART Boards, audio visual aids, Total Physical Response

(TPR), Ballard and Tighe Carousel of Ideas program, picture and word cards, and our new LEGO educational program, including robotics.

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?

ELL-SWDs students are grouped by their proficiency on the NYSESLAT. This group receives content area instruction during their ESL periods. Additionally, these students participate in the 37 ½ minutes of extended time offered before the start of school, Tuesday through Thursday, as well as the enrichment period offered during the school day from 8:40-9:15. Students are mainstreamed in to the general education classroom whenever feasible and appropriate. A pupil personnel team (PPT) meets regularly to evaluate the progress of each student. Grade level meetings take place weekly to discuss the specific logistics for these students, as well as a weekly RTI meeting to identify and further refine any issues regarding these students.

A number of our long-term ELLs are in self-contained special education classes with fully certified special education teachers. Other long-term ELLs also receive support services. Additional academic help is provided by our fully certified reading teacher. Resource room (SETSS) is provided for these students as indicated on their IEP by fully certified SETSS teachers. Guidance counseling is also provided for those students in need by a fully certified guidance counselor. These interventions will occur throughout the school year to ensure that these students receive the attention and instruction they require in achieving proficiency in the English language.

Courses Taught in Languages Other than English

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

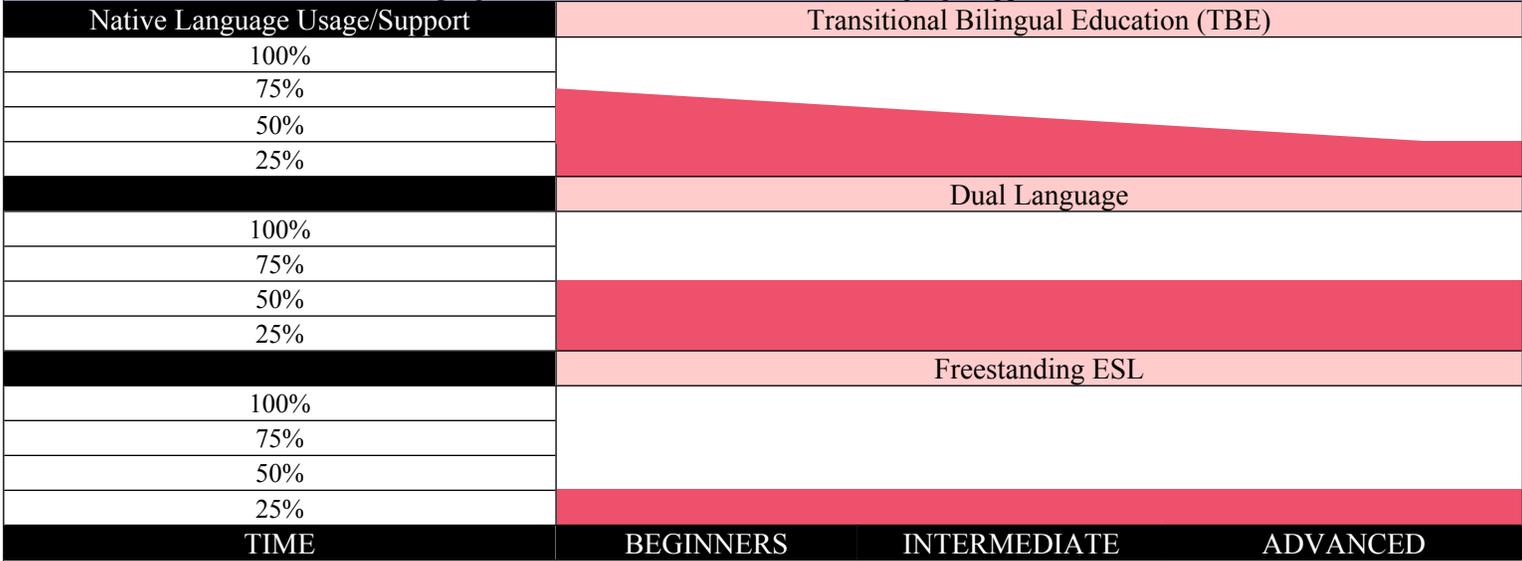
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.

8. AT P.S. 203 there are targeted intervention programs for ELLs in ELA, math, and science. ELL students participate in tutorials during the school day from 8:40 to 9:15, Monday through Friday. These tutorials focus on reading strategies, math concepts, and science topics. Learning materials include the Essential Skills for Reading and Math Success by Rally. All tutorials are offered in English.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The pull-out ELL program at P.S. 203 has been very successful. More than 98% of ELL students advance one level of proficiency on the NYSESLAT each year. Previous AMAO estimations have shown high success rates for the ELL students. Each group follows the Common Core Standards infused in the content areas. Students are given the same curricula as in the classroom delivered with ESL methodology. Academic language coupled with rigorous grammatical and conversational instruction have helped the ELL students to accelerate in second language acquisition.

11. What new programs or improvements will be considered for the upcoming school year?

P.S. 203 will be using the iReady diagnostic tool. This research-based program will assess all students performance levels in reading and mathematics. Teacher-led and individualized instruction are both provided for after the assessments. Also being implemented this year is the new LEGO for Education program, which includes hands-on materials in each classroom and a field trip to LEGOLand. This program infuses math, science, computer technology, and creativity, fostering language development for all ELL students.

12. What programs/services for ELLs will be discontinued and why?

With the adaption of iReady, the Fountas and Pinnell benchmark system will be phased out over coming years. This information will be redundant as the iReady program will lend itself to conversion to the lexile levels of other reading assessment systems.

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

ELL students are afforded equal access to all school programs at P.S. 203. Tutorials are offered for all New York State testing subjects, and take place during the school day. Various clubs, including science, enrichment, drama, dance, and band are offered to all ELL students. ELL students are encouraged to participate in class plays, dance festivals, field day, and student organizations. Furthermore, our Title III after school program is strictly for ELL students. This program combines non-fiction writing and book-making with read-alouds and theater dramatization to help our ELL students foster second language acquisition.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Various instructional strategies and materials, as well as a focus on multiple forms of intelligences and scaffolding, are used to enhance second language acquisition. All classrooms at P.S. 203 are newly equipped with SMART Boards, Brainpop, and Safari Montage. This interactive technology keeps up with the pace of today's language learner and ensures multiple entry points within the learning process. ELL students are given the opportunity to utilize the computer lab and classroom computers, where various kinds of software and online internet access are available to improve literacy, writing, and research skills. Materials used in order to teach the four modalities of listening, speaking, reading, and writing are as follows: authentic literature with accompanying audio; charts, graphs, diagrams, visuals, graphic organizers, Thinking Maps, manipulatives, computer resources, including translated editions of the Worldbook online; Oxford picture dictionaries; Being a Writer program; Rosetta Stone interactive

language experience software; Study Island web-based program; national geographic Reach For Reading Program; Envisions Math Program; Rally Science Rehearsal; Houghton-Mifflin ESL reading series; author study materials, and biographies. Students study various genres, including poetry, historical fiction, narrative, non-fiction, realistic fiction, periodicals, and content area resources for shared reading.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support, and resources correspond to ELLs ages and grade levels. Students' academic and social development is enhanced in an environment where they are able to engage in the learning process with peers. Information gathered from academic records, from parents, and through the initial assessment informs programming in the age-appropriate classroom and determines the amount and type of ESL and required services support. English language learners have the double challenge of learning the language of instruction while they are learning the grade-level curriculum. When the necessary curriculum accommodations or modifications are in place, students can successfully participate in all content areas even at beginning levels of English proficiency. Instructors utilize the necessary scaffolding to differentiate lessons in the subject areas so that all students have access to the content material. The practical and interactive nature of some subject areas, such as the arts, health and physical education, and some aspects of science and technology, may make them especially accessible for English language learners. Some students may arrive with limited prior schooling. With informed and flexible support from the ESL teachers and from classroom teachers, learning can be accelerated by building background content knowledge and by supporting language development.

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.

Translated materials are available in the school office upon enrollment of ELL students and their families regarding school procedures and language preference. For students entering kindergarten in the upcoming school year, there is an orientation in the late spring. Translators are provided and materials are distributed in multiple languages. There are orientations for each grade, as well as an ELL parent orientation. A PTA welcome night also helps newly enrolled students and their families acclimate to their new school environment. Packets with translated glossaries and other pertinent information are also distributed.

18. What language electives are offered to ELLs?

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

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.

1/2. The ESL teachers at P.S. 203 attend all ESL Liason meetings offered by CEI-PEA CFN 534. In addition, other workshops and programs for staff development are attended throughout the school year. Common branch teachers, subject area teachers, and special education teachers are encouraged to attend ELL workshops offered by the Office of English Language Learners (OELL). Professional development will be offered during the Chancellor's Conference day regarding the new instructional shifts for ELL academic success in November, and on the Chancellor's Conference Day on June regarding an emphasis on the new Common Core Standards throughout the content areas. Two additional professional development will be held on a non attendance days TBD. All of these Common Core workshops address the needs of ELLs.

3. Upon graduation from the fifth grade, guidance counselors come from the feeder middle schools to articulate with the fifth grade teachers and discuss the needs of the ELL students. Students' cumulative folders are forwarded to their new middle school. Parent surveys and the original HLIS are included to show program preferences. Classroom teachers discuss specific needs of the students to ensure a seamless transition academically and emotionally.

3. Our ELL teachers provide professional development in second language learning, covering strategies for scaffolding and integrating content area instruction with second language goals. Teachers are given assistance in methodology and approaches for ELL students in the classroom, as well as assessment alternatives for these children. Staff development continues throughout the term at faculty conferences and grade meetings. Teachers are encouraged to view the Office of English Language Learners (OELL) emails regarding further staff development for pedagogues, as well as attend workshops for ELL training. Teachers maintain their own record keeping regarding their training.

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?
 1. Parental involvement is seen throughout P.S. 203, especially with assemblies for school plays and events, PTA meetings, and fundraisers. Parents are welcome to share stories, songs, dances, and experiences in their native language, as evident in our annual Lunar New Year celebration. At this event, parents share their culture through food, music, and artwork, and are involved at every step, from planning dances and musical pieces, to offering a taste of their native cuisine. The definitive message to ALL parents is that using their own language with their children will assist in their child's progress and not hamper their English language learning. P.S. 203 has a balanced School Leadership Team along with an active PTA. Attendance at Parent Teacher conferences is 98% . Communication with parents is ongoing, with every child having a daily communication notebook that parents use frequently. Workshops are well attended. Parents are involved in and invited to all activities held in the school, including the Halloween Parade, Thanksgiving feasts, music concerts, dance festivals, and drama productions.
 2. P.S. 203 partners with the Bayside Historical Society. which provides storytelling infused with social studies to all classes. Integrated into that experience is a strong home-school connection in which memorization, listening, and retelling are key components. Parent participation in the culminating session is being added to the program this year.
 3. The Parent Coordinator is very active within the school community. The Parent Coordinator, in conjunction with the PTA, surveys parents for their interests (e.g. internet safety), and asks what workshops they would like that support student learning (e.g. understanding the Core Curriculum Learning Standards). The NYC School Survey results are carefully reviewed by the school administration and school personnel so as to address parents' areas of concern.
 4. The needs of parents are addressed through translation services, both in written and oral form. Through translated forms or an interpreter, ELL parents learn about the basics of their child's school life, from lunch forms to report cards. Additionally, interpreters are available for all school conferences and PTA events. Parents are given opportunities to offer their own talents and expertise at every level of the school community. ELL parents are welcomed and celebrated at various international feasts and through our Lunar New Year celebration. A higher awareness of the many cultures represented in the school community results in stronger relationships with ELL families, thus promoting greater success in school.

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.

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

Part VI: LAP Assurances

School Name: The Oakland Gardens School**School DBN: 26Q203**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carole Nussbaum	Principal		11/1/13
Leslie Wechsler Catherine Ordas	Assistant Principal		11/1/13
Debra Halpern	Parent Coordinator		11/1/13
Stacey Silverman Jordan Simons	ESL Teacher		11/1/13
	Parent		11/1/13
Voula Angelidakis/Reading	Teacher/Subject Area		11/1/13
Tony Shen/IEP teacher	Teacher/Subject Area		11/1/13
	Coach		11/1/13
	Coach		11/1/13
Cassandra Pitkin	Guidance Counselor		11/1/13
	Network Leader		11/1/13
Lisa Gamzo	Other <u>Speech Therapist</u>		11/1/13
Stephanie Liebowitz	Other <u>Social Worker</u>		11/1/13
Dr. Ross Gelman	Other <u>Psychologist</u>		11/1/13
	Other		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q203** School Name: **Oakland Gardens School**

Cluster: **5** Network: **534**

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

Part A: Needs Assessment Findings

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

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

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

Data results indicate most need as English: 51%, Chinese: 20%, Korean: 12%, Spanish: 2%. This information is shared at School Leadership Team meetings and at PTA meetings.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Oakland Gardens~PS 203	DBN: 26q203
Cluster Leader: Debra Maldonado	Network Leader: Ellen Padva
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here:

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

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

Part C: Professional Development

following:

- Workshop(s) facilitated by professional individuals

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

- o Creativity and the ELL child.

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	7821	Class Planning, Class Time, Class Presentation Time Teachers \$5214 2 teachers X 2 hours X 22 teaching sessions X 50.14 = 4412.32 2 teachers x 2 hours x 2 presentation days = 401.12 2 teachers X 2 days X 2 planning hours X 50.14= 401.12 Supervisor \$2607 1 supervisor X 2 hours X 22 sessions X 50.14= 2206.16 1 supervisor X 2 planning hours X 2 days X 50.14= 200.56 1 supervisor X 2 hrs X 2 presentation days= 200.56
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	2125	Early Stages, Inc. 1 storyteller X 1.5 hr x 3 days with students @ \$250 per session=\$1125

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

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