



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

26Q203

School Name:

THE OAKLAND GARDENS SCHOOL~PS 203

Principal:

CAROLE NUSSBAUM

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 26q203
School Type: Reward Grades Served: Pre K - 5
School Address: 53-11 Springfield Boulevard Bayside, NY 11364
Phone Number: 718 423-8652 Fax: 718 423-8713
School Contact Person: Carole Nussbaum Email Address: cnussbaum@schools.nyc.gov
Principal: Carole Nussbaum
UFT Chapter Leader: Jill Lagan
Parents' Association President: Jennifer De Vito, Myung Kim, Sophia Yang
SLT Chairperson: Carole Nussbaum
Student Representative(s): N/A

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street Bayside, NY 11364
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: 718 631-6943 Fax: 718 631-6996

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carole Nussbaum	*Principal or Designee	
Jill Lagan	*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	
Christina Gatzonis	Member/ Parent	
Linda Holcomb	Member/ Teacher	
Myung Kim	Member/ Parent	
Sandy Leahy	Member/ Teacher	
Theresa Wong	Member/ Parent	
Sophia Yang	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, 	

students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

8. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
9. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
10. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of PS 203 ~ The Oakland Gardens School is to ensure that its students will achieve the highest academic standards as outlined in the Chancellor's Goals, the Children First Network Goals and the District Mission. As an elementary school comprised of grades Pre-K through 5, our school provides children with their first experiences and impressions of themselves as learners. Our core belief is that *all children are entitled to an enriched education*. We believe in building essential habits of mind, skills, knowledge and attitudes by creating a happy, structured, risk-free environment in which children are encouraged to inquire, apply and extend their understanding of the world. Parents and the community must be involved in the learning process which is foundational to the high expectation we have for our children and the mutual accountability we share for ensuring that all children meet high expectations.

The PS 203 school curriculum is aligned to the NYS Common Core Learning Standards and establishes the foundation for the development of creativity, critical thinking skills, and the ability to problem solve as essential skills. Our kindergartens through fifth grade curricula ensure that students acquire key cognitive strategies in rich content. School-wide structures and programs such as Book of the Month, Constitution Works, Heroes, Junior Great Books, Strategic Games, Creative Problem Solving (CPS), the Independent Investigation Method (IIM), Talents Unlimited, Learning Is Totally Enriched (LITE) Centers, Thinking Maps and Scamper are among the programs that provide coherent curriculum support simultaneously aligned to the NYS Common Core Learning Standards and the Instructional Shifts. These programs and accompanying teacher practices provide a staircase for developing higher order critical thinking skills and habits of mind such as creating, imagining and innovating and responding with wonderment and awe in students. These programs have been embedded and institutionalized into our school curricula in a manner that promotes family involvement and a commitment by families to our school's goals.

Courses offered from a full arts department (theater, visual arts, vocal and instrumental music, and dance) round out the core program for every child. Children and their work are celebrated throughout the building and it is evident that self-esteem, character, and pride are social-emotional competencies being built alongside the academic goals laid out for each student. Creativity, logic, and higher order thinking skills (Bloom's Taxonomy) are developed in a variety of ways. Our students are honored as "Students of the Month" for qualities that extend beyond and compliment academics. For example, they may be "Perpetually Prepared" or an "Attentive Listener."

PS 203 continues to be a high achieving school in both academics and the arts. The school received National Blue Ribbon status in 2012 based on 2006-2010 data and maintains NYSED Reward status. We continue to meet or exceed goals in student progress, student achievement, school environment, and closing the achievement gap.

The PS 203 student population has increased over the past four years by approximately 10% (906 students currently) while maintaining student population characteristics: 10% English Language Learners, 16% SWDs, 72% Asian population, 16% White population and 9% combined Black and Hispanic populations. In addition, PS 203 is not a Title I school as it has only 38% combined free and reduced lunch eligible children. Therefore, PS 203 is faced with the challenge of maintaining its quality of education for all learners with limited resources and space.

PS 203 hosts District Gifted and Talented classes in grades K-5 (1 class per grade). These classes follow the same curricula and enhanced program as the PS 203 homogeneous classes (1 class per grade).

We have received an 'A' on our Progress Reports for the past 5 years which has precluded us from participating in a Quality Review. PS 203 did participate in a Peer Quality Review in 2011-2012 and received a rating of Well Developed, Using various qualitative and quantitative data available (e.g., NYC School Survey, the School Quality Guide, NYS ELA and Math Item Skills Analysis Tool, i-Ready Reading and Math Assessments, Fountas and Pinnell Benchmark Assessments, Inquiry Teams, etc.), we have developed our key areas of focus and goals for this school year.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Data was gathered from the School Quality Guide, Progress Report, Items Skills Analysis Tool, network provided NYSED student data summary sheets (with projected 2015 goals), and school based assessments.

PS 203’s strength is in student performance as evidenced by the *exceeding target* identification on the School Quality Guide while student progress and closing the achievement gap are identified in the same document as *meeting target*. *Therefore, there is a need to set high standards in every classroom; providing curricula and strategies that engage all students in critical thinking skills in order to effect growth in student progress.*

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 5% all students will show increased progress on the 2015 State ELA assessment by strengthening the academic focus in classrooms on high quality discussion in all subject areas and building stronger student engagement with Common Core aligned tasks and curricula.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Technology driven assessments in ELA (e.g., iReady, MyOn) and instructional technology lessons (e.g., Smartboard lessons, Safari Montage, Brain Pop) 	All Students in grades K - 5	Assessments are administered in October 2014 February 2015 and	Administration, Classroom teachers, out of classroom teachers, specialists, consultants, Curriculum

		late May 2015 Instructional technology in the classroom is ongoing from September 2014 through June, 2015	Committee
<p>Literacy based classroom programs and strategies:</p> <ul style="list-style-type: none"> All classrooms have Fountas & Pinnell Non-Fiction Libraries. <u>Rotational Literacy Centers</u> in grades K – 5 (e.g.; guided, independent) <u>Ladders</u>, by National Geographic, a non-fiction reading program in grades 3-5 Use of Curriculum Product Pouches/Cards as well as other materials to differentiate instruction by creating products that connect to the IIM Research process Curriculum Mapping is aligned with the CCLS Thinking Maps are used to support rigorous instructional practice and improvement of student performance Benchmark Writer’s Workshop Program - Mini-lessons and mentor texts give students the process and skills to “write to sources.” Junior Great Books – Socratic Method – Using rich literature, students engage in interpretive discussion and higher level thinking RTI, Reading Club/AIS ESL: pull out program 	<p>All students grades K - 5</p> <p>Level 1’s and 2’s</p> <p>Identified ELLs</p>	Daily on-going instruction Sept. 2014- June 2015	Administration, Classroom teachers, out of classroom teachers, specialists, consultants, Curriculum Committee, inquiry teams
Professional Development New UFT contract PD time will provide for implementation of a school plan for PD whereby all stakeholders may be a part of a learning community developing plans for rigorous instruction and building students’ capacity in CCLS and higher order thinking.*See Section 5C~Annual Goal	School Personnel/All Pedagogues	Professional development is provided: the first day of school (September 2, 2014), every Monday and Tuesday, attendance at National Conference for Gifted Children	Administration, Classroom teachers, out of classroom teachers, specialists, consultants from iReady, myOn, SmartBoard, Safari Montage, Curriculum Committee, Teacher Teams

		(Nov. 14-16, 2014), Calendar Change Professional Development Days, on BQ Day (June 4, 2015), and ongoing as needed and appropriate to support mandates and initiatives	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultants for Professional Development on Benchmark Writer’s Program, Junior Great Books, etc. They will be here on Mondays and Tuesdays PD time.
Create articulation time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Classroom and Inquiry Team analysis of iReady and Fountas & Pinnell assessments in November 2014 and February 2015

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Analysis of student work in Teacher Teams identifying individual student’s work as aligned to Bloom’s Taxonomy
 - Analysis of parent responses on the NYC School Survey: 97% Parent satisfaction in Instructional Core, 96% Parent satisfaction in Systems for Improvement, 95% satisfaction in School Culture
 - NYSED school status: Reward School
 - NYS, NYC and District school rankings based on 2014 State ELA and Math assessments
 - Data from the Where Are they Now report and anecdotal records indicate a high level of academic success for students who graduate from PS 203, including ELL and SWD students, (e.g. admittance to Hunter HS, specialized H.S., Tier I colleges, post-graduate degrees, and illustrious careers)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school community will have engaged in the Independent Investigation Method (IIM) whereby students will have incorporated higher order thinking skills into the seven step research process as it applies to all content areas with 100% of our students completing a minimum of 4 IIM units of study.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
IIM investigative topics are chosen by teachers as a grade as well as by individual teachers with their classes as driven by student interest. Investigative steps are practiced from guided to independent levels as students progress through the grades. All students from Pre-K to grade 5, learn pre-requisite skills to master the four intellectual standards identified by David Conley as essential for college readiness: <ul style="list-style-type: none"> • Read to infer / interpret / draw conclusions 	K - 5I students	On-going through classrooms from September, 2014-June, 2015	Classroom teachers, inquiry teams

<ul style="list-style-type: none"> • Support arguments with evidence • Resolve conflicting views encountered in source documents • Solve complex problems with no obvious answer 			
Heterogeneously group children in the lower grades for differentiation of learning styles and inclusion of ELLs and SWDs	All students K - 5	On-going in classrooms September, 2014-June, 2015	Classroom teachers, inquiry teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- IIM Teacher materials
- IIM professional development
- Dinah Zike’s materials
- TL Citywide Expectations
- TL Data Specialist
- TL MOSL

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Teachers will assess student IIM Research Products in November 2014, February 2015 and May 2015 implementing the tasks and rubrics developed.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Due to the new UFT contract RE: Professional Development days, hours, parameters and the elimination of school based SBO, the school must develop and implement a new plan for appropriate articulation time, professional development and inquiry teams for its school based professional community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 2014, PS 203 will have a fully developed PD calendar and inquiry plan for its professional community. By November 2014, all pedagogues will be engaged in PD and inquiry every Monday and Tuesday. By June 2015 PD and inquiry will be fully operational as evidenced by fully attended PD sessions and inquiry team meetings on Mondays and Tuesdays.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Establish a long range professional development plan with the staff by brainstorming specific needs on which to focus • Collaborate to create a viable learning plan which honors the ways adults learn best. • Strategically divide staff into 10 professional learning communities (PLC) which are committed to the success of their work and embrace all the elements of CFE of trust • Each PLC will design an icebreaker, a power point presentation, create appropriate activity sheets, 	All teachers	September 2014-June 2015 Professional development is provided: the first day of school (September 2, 2014),	Administration and Teachers

<p>develop high level questions, and select an appropriate professional resource to share with the staff on their chosen area of focus</p> <ul style="list-style-type: none"> • Each PLC member will have a specific role: facilitator, reflector, presenter, researcher, etc. • Administration, additional school based staff, and Network personnel will present timely, relevant and mandated training such as: The Art of Questioning, Blood Borne Pathogens, Item Skills Analysis Tool, etc. • Outside consultants will be brought in to present. E.g., Dinah Zike (classroom strategies for higher order thinking products), Bertie Kingore (creativity, critical thinking), Chad Paperman (Benchmark writing program), National Rubik's Cube Champion (a PS 203 graduate) • Attend outside conferences and workshops • Inter- and intra- school visitations <ul style="list-style-type: none"> • Develop and implement a book club program for the paraprofessionals (19), so that they may be engaged in appropriate professional learning. 	<p>All paraprofessionals</p>	<p>every Monday and Tuesday, by attendance at the National Conference for Gifted Children (Nov. 14-16, 2014), Calendar Change Professional Development Days, on BQ Day (June 4, 2015), and ongoing as needed and appropriate to support mandates and initiatives</p>	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultants

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 16. Specify a timeframe for mid-point progress monitoring activities.

By March, 2015 4 PLCs will have presented and 1 outside consultant will have provided professional development to the teachers

Part 6b. Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Based on student data from the 2014 ELA and Math State Assessments and lower grades i-Ready and Fountas and Pinnell results, there is a need to continue rigorous instruction for all students in a supportive environment. Based on teacher responses on the 2014 NYC School Survey, there is confidence in school leaders and trust exists among staff and between staff and school leaders.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By October, 2014 all PS 203 teachers will participate in inquiry teams (horizontal teams), curriculum committee (vertical team), and additional school based committees that address student achievement. By June, 2015 15% of all pedagogues will have distributive leadership roles on all established committees.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> Continuation of administrators’ leadership by encouraging and supporting commitment and loyalty through trust, growth through participation, and responsibility through accountability Implementation of school wide Professional Development Plan Implementation of curriculum team; a team of teachers from all grades/content specialists (vertical structure) who collaborate with their grade mates/content specialists (horizontal structure) to ensure instructional coherence Implementation of leadership cabinet: key school personnel responsible for collaboration with administration on relevant and timely matters that impact student achievement at all levels for all students. SLT meetings 	All staff members	September, 2014-June, 2015 every Monday and Tuesday during UFT PD time	Administrators and all staff members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Data Specialist
 Consultants from Vendor created curriculum materials

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	-----------------	--	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 24. Specify a timeframe for mid-point progress monitoring activities.

Review school based teams’ composition during November 2014, March 2015 and June 2015

Part 6b. Complete in **February 2015.**

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- An analysis of parent responses on the NYC School Survey provided data Re: Parent satisfaction in Instructional Core (97%), Parent satisfaction in Systems for Improvement (96%), and satisfaction in School Culture (95%) which indicates a high level of trust and communication that has been established between the school and the parents; with the parents being highly involved in their children’s academic achievement and school community.
 - ATS RAPL report provided data re: parents’ home language which informs the outreach that is needed in order to engage these parents as active participants in their children’s education.

Part 2 – Annual Goal

- List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- By June 2015, P.S. 203 will have ensured that the following is achieved so that parent involvement and participation in all facets of the school community supports student achievement.
- 50% of all parents are using school~home connections: e.g. ARIS ParentLink, iReady, myON, enVisionMATH
 - School Leadership Team balance is maintained
 - 90% of all parents Parent use of the Student Goals Homework/Communication notebook
 - 90% of all parent will have attended the November and March Parent~Teacher Conferences
 - 50 % of all parents will have attended the UFT contracted September and May parent conferences
 - Fully support the UFT contract mandate of 35 minutes dedicated to family engagement every Tuesday afternoon

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Provide workshops for parents in topics related to student achievement such as: ARIS, Assessments, Quality Review, Progress Report, ESL, and Special Education. • Ensure distribution of translated materials <ul style="list-style-type: none"> • Meet regularly with PTA Executive Board 	All parents	September, 2014-June, 2015: ongoing	Administration, Parent Coordinator

<ul style="list-style-type: none"> • Use School Messenger system to its fullest capabilities. (ongoing) • Teachers will distribute Parent Handbooks to parents. (September) • Monthly Newsletter will be sent home to parents informing them of school activities. (ongoing) • Information re: student progress and work will be sent home regularly • Translate Materials (ongoing) • Provide translators during parent~teacher meetings and conferences • School community (Administration, Teachers, and Parent Coordinator) will maintain regular contact with families about student progress during parent/teacher conferences and at meetings as needed. (ongoing) • Orientation between staff and parents at the beginning of each year (September evening) giving parent's incisive insight into what the expectations are for their children by giving out in-depth information in both folders and handouts. • Provide each child with a communication notebook 		and specific	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Translation and Interpretation Services

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
---	----------	--	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

- January, 2015 analysis of attendance at PTA meetings, school events, conferences, and workshops
- December 2014 ARIS summary of parents who have logged on
- November, 2014 and March, 2015 teachers' response to survey of Homework-Communication notebook use
- September 2014, November 2014, March 2015 and May 2015 attendance at Parent~Teacher conferences

Part 6b. Complete in **February 2015.**

33.	Did the school meet the mid-point benchmark(s) in the timeframe		Yes		No
-----	---	--	-----	--	----

specified?				
34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>AIS services enable students in grades K-5 to receive remediation in ELA (aligned with the CCLS). Using the i-Ready diagnostic, students are universally screened to gauge their academic standing in the following areas: Phonemic awareness; Phonics; Vocabulary; and Comprehension (Informational and Literature). Students in grades 4 and 5, who scored level 1 or 2 on the State ELA Assessment also qualify. Classroom performance (via formative and summative assessments) and teacher reports are also referenced to evaluate if AIS services are warranted. Students may qualify for AIS based upon their report card grade analysis (and, subsequently, Pupil Personnel Team meetings), and observations/anecdotal records.</p>	<p>Interventions (i.e. graphic organizers, auditory chanting, etc.) and other strategies (according to the RTI protocol) are employed to bridge the proverbial gap between the deficits and where the student needs to be academically. Students are also seen in small groups to further individualize the instruction (1 -2x per week) by an "interventionist" (i.e. SETSS provider, Reading Teacher, etc.)</p>	<p>Small group instruction (1 -2x per week) both push in and pull out.</p>	<p>AIS services are provided during the school day.</p>
Mathematics	<p>AIS services enable students in grades K-5 to receive remediation in Math (aligned with</p>	<p>Interventions (i.e. graphic organizers, visual modeling, etc.) and other strategies</p>	<p>Small group instruction (1 -2x per week)</p>	<p>AIS services are provided during the school day.</p>

	<p>the CCLS). Using the i-Ready diagnostic, students are universally screened to gauge their academic standing in the following areas: Cardinality; Number and Operations in Base 10; Operations and Algebraic Thinking; Number and Operations in Base Ten (Fractions); Measurement and Data; and Geometry. In Grades 4 and 5, students also qualify based upon their standardized test scores. Classroom performance (via curriculum assessments) and teacher reports are also referenced to evaluate if AIS services are warranted. Students may qualify for AIS based upon their report card grade analysis (and, subsequently, Pupil Personnel Team meetings), and observations/anecdotal records.</p>	<p>(according to the RTI protocol) are employed to bridge the proverbial gap between the deficits and where the student needs to be academically. Students are also seen in small groups to further individualize the instruction (1 -2x per week) by an "interventionist."</p>		
Science	<p>For Grade 5, the fourth-grade state exam is used to assess the need for an AIS service. In addition, since Science employs the aforementioned skills in Mathematics and ELA, many of the students who need extra support qualify for Math and ELA AIS. AIS services may be employed based upon classroom performance, report card grades, and observations for all grades.</p>	<p>AIS students meet 1 to 2 times a week in a small group setting.</p>	<p>Small group instruction (1 -2x per week)</p>	<p>AIS services are provided during the school day.</p>
Social Studies	<p>We integrate our socials studies content and skills with our ELA AIS component.</p>	<p>AIS students meet 1 to 2 times a week in a small group setting.</p>	<p>Small group instruction (1 -2x per week)</p>	<p>AIS services are provided during the school day.</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-Risk services provided by the Guidance Counselor are determined by teacher reports, anecdotal notes, observations, and report card grades.</p> <p>At-Risk Services provided by the Social Worker are determined by teacher reports, anecdotal notes, observations, and report card grades.</p> <p>At-Risk Services by the Speech and Language Pathologist are based upon teacher reports, Pupil Personnel Team meetings, observations, and classroom performance.</p> <p>At-Risk Services, provided by the Occupational Therapist, are determined based upon teacher recommendation or referral. The Occupational Therapist offers interventions within the classroom; if the child does not progress, the OT may seek to evaluate the student.</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 for Occupational Therapy occurs within the classroom environment as a Tier I strategy (according to RTI protocol). If a child does not progress, an evaluation may be necessary.</p>	<p>Small group instruction (1 -2x per week)</p>	<p>AIS services are provided during the school day.</p>
--	---	--	---	---

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

[School name] will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

The Oakland Gardens 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Oakland Gardens School	DBN: 26Q203
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: During School
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

Rationale:

P.S. 203 presently has an ESL program that utilizes a pull-out approach. Students are grouped by grade level and language proficiency, based upon the 2014 NYSITELL and/or the NYSESLAT scores. With the supplemental money provided by Title III funding, it is our intention to focus on newcomer ELL students in Grades 1-3 who scored as a Beginner on the NYSITELL. These students did not attend kindergarten in an English language school system; therefore, they are lacking the fundamental literacy skills appropriate for their age and grade level. We will also focus on those students who did not make adequate gains on AMAO I and/or AMAO II (Grades 1-3). To support these targeted populations, the monies from Title III will be used to purchase Imagine Learning for English Language Learners, which combines an engaging program with individualized learning to aid those students who need support in all four modalities (reading, writing, speaking, and listening). On Thursdays, from 2:35pm to 5:35pm, the after-school program will be comprised of the following: from 2:35-4:05, students will be working with Imagine Learning in two separate groups and sessions. One group will be the newcomer group, and the other group will consist of those students (Grades 1-3) who did not meet AMAO 1 and AMAO2. For the first 40 minutes (Period 1), students will be working on the independent facet of the program. One teacher will supervise this activity. The teacher will assist the students in technology and navigating through the program. The other group will be working on small group instructional activities led by the other ESL teacher. He or she will use the Imagine Learning Academic Areas Tool as well as the "Academic Vocabulary Toolkit: Elementary Level", by Kate Kinsella, to intervene on those areas deemed "unmastered" by the student according to the Imagine Learning diagnostic. Both activities will be based upon the pre-assessment data collected by the Imagine Learning diagnostic tool. After the first period, both groups will take a 10-minute break for lavatory and snacks. Upon return, the students will switch groups for the next 40 minutes (Period 2). After the first two periods, Period 3 will employ whole group instruction using the program "Cooking to Learn." "Cooking to Learn" features simple, real-world activities designed to provide hands-on ways to help students improve sequencing, reading comprehension, vocabulary, expressive language, problem solving, written language, and social skills. These differentiated, multiple choice activities will also prepare students for standardized test formats. Each lesson in this program features multi-cultural recipes representing various countries and regions around the world. Dovetailing with cooking skills, students will learn facts about the country or region with an accompanying assessment tool, which documents student progress in all four modalities as they pertain to the recipe and activities.

Part B: Direct Instruction Supplemental Program Information

Subgroups and Grade Levels: Based upon respective AMAO, NYSITELL, and NYSESLAT scores, we will be focusing on newcomer ELLS (Grades 1-3) and those students who did not make adequate gains on AMAO I and/or AMAO II (Grades 1-3).

Schedule and Duration: The Title III program will begin on November and end on March. The first two dates will respectively be used for planning and professional development with Imagine Learning. Students will attend the Title III After-School Program for three sessions in December; four in January; three in February; and four in March.

Language of Instruction: English with native language support

Number and Types of Certified Teachers: Two certified ESL teachers

Type of Materials: Imagine Learning for ELLs; Apple iPad Minis; "Academic Vocabulary Toolkit: Elementary Level" (National Geographic, Kinsella); and "Cooking to Learn 3" by PCI Education.

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:

Imagine Learning will provide initial professional development to the two teachers conducting the after-school Title III Program. These teachers will learn the different components of the program and how it should be implemented as well as how to use the program's student progress reports to inform and drive further instruction. Imagine Learning will supply ongoing support pertaining to the various facets in the program as well as technical support. The two teachers will receive the professional development from Imagine Learning on November 13th, 2014.

The two teachers will also attend professional development conducted by network (CFN 534) staff on ELL instruction (TBD). In addition, the teachers will attend the Department of English Language Learners series as offered, as well as workshops provided by the NYC DOE Division of Specialized Instruction and Student Support:

- 11/11/14 The Missing Link: Strategies for Formative Assessment with English Language Learners
- 11/17/14 Using Picture Books to Engage ELL Students in History
- 12/09/14 What is the Difference about an IEP for an English Language Learner?
- 01/14/15 L2 or LD: Language Difference or Learning Disability
- 01/20/15 Building Academic Literacy for Bilingual Students with Disabilities

Part C: Professional Development

- 02/10/15 Instructional Strategies for ELLs with Special Needs
- 05/15 Co-Teaching: Building Collaborative Teams to Support ELL/SWDs in the Classroom

These professional development sessions will provide high quality, on-going training that will impact teacher performance throughout the school year.

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:

The Imagine Learning program can provide parent progress reports to the parents. These reports will be in the native language of the parents, as surveyed by our parent coordinator for their preferred language of communication. These are progress reports that show student progress, but also give parents suggestions on activities that they can work on together at home (vocabulary, reading strategies, etc.).

There are many opportunities for parents of ELLs to engage with the PS 203 school community. Workshops will be conducted throughout the year by the administration, testing coordinator, parent coordinator, ESL teacher, and the guidance counselor

November session: How to Prepare Your Child for Middle School, Presented by Debra Halpern, Parent Coordinator

March session: New York State Assessments - How to Prepare Your Child, Presented by Catherine Ordas, Assistant Principal; Voula Angelidakis, Testing Coordinator; and Stacey Silverman, ESL teacher

May session: How to Communicate with Your Child, Presented by Cassandra Pitkin, Guidance Counselor

June session: School Safety - Our Plan: Issues and Concerns, Presented by Debra Halpern

In addition, PS 203 celebrates the Lunar New Year in February. Parents are invited to monthly meetings, and assist in planning for this event. They are invited to share their own cultural experiences and talents for this day. Parents also decorate and share homemade cultural dishes for the celebration.

As part of our "Cooking to Learn" period, parents will be invited to share and participate in making a recipe from their culture. They will also be invited to a "Foods from Around the World Celebration" on March.

The parent coordinator and school administration ensure that there are appropriate translation and

Part D: Parental Engagement Activities

interpretation services to meet our school's needs, including translation for Parent-Teacher Conferences and all workshops.

In addition, parents will have the opportunity to view all aforementioned events on the school website. All website resources are translatable.

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 	\$4,944.96	Per session: \$51.51 per hour X 3 hours X 2 teachers = \$309.06 per session. 16 sessions X \$309.06 per session = \$4,944.96
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$299 X 7= \$2,093 (iPad minis) \$79.95 for "Cooking to Learn 3" by PCI Education "Academic Vocabulary Toolkit: Elementary" (National Geographic, Kinsella) Grades 2, 3 2 x \$28.25	
Educational Software (Object Code 199)	\$2,650 = Imagine Learning with start up and one seat license \$1,350 = 9 additional licenses	To introduce the Imagine Learning software and system to PS 203.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Catherine Ordas
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%
--	------------	----------------------	-----------	---	--------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	78	0	11	3	0	2	0	0	0	81

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	78	0	11	3	0	2	0	0	0	81
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	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
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	81						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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:

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

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 aligned 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 language class grows in the future, these classes will be considered by the school administration and district superintendent.

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

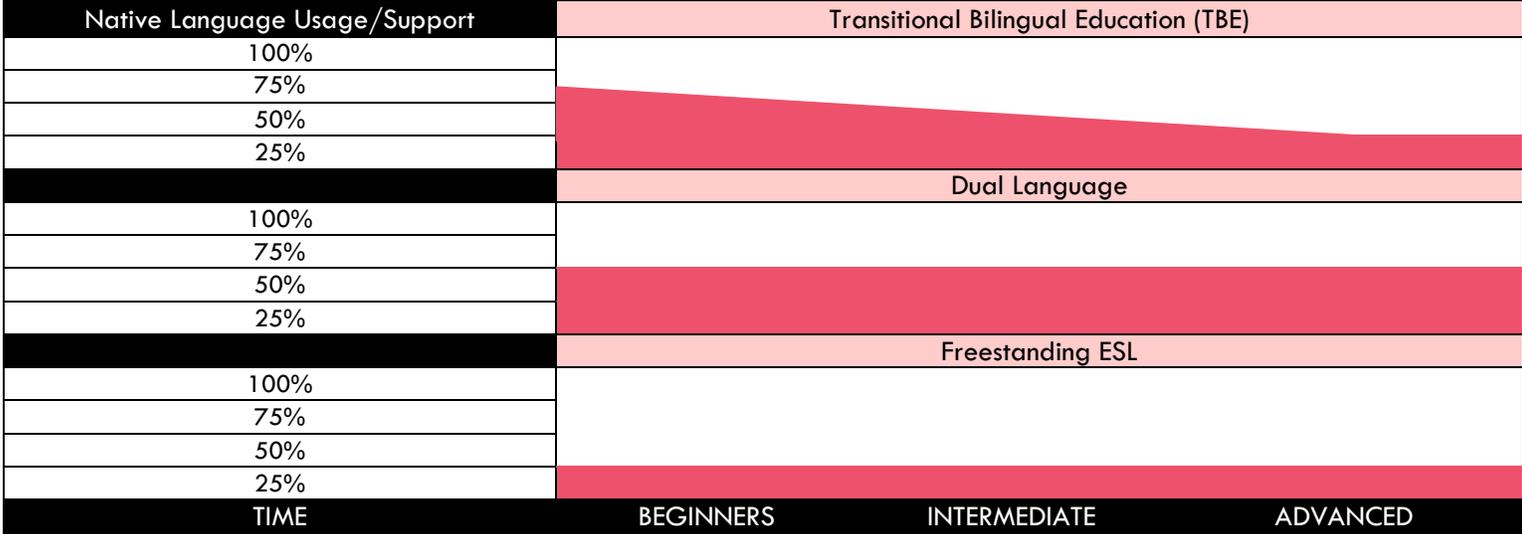
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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.

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