



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

20K503

School Name:

PS 503: THE SCHOOL OF DISCOVERY

Principal:

NINA DEMOS

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: PS 503 School Number (DBN): 20K503
Grades Served: K-5
School Address: 330 59th Street
Phone Number: 718-439-5962 Fax: 718-439-0948
School Contact Person: Nina Demos Email Address: NDemos@schools.nyc.gov
Principal: Bernadette Fitzgerald
UFT Chapter Leader: Lorraine Cogliando
Parents' Association President: Elizabeth Diaz
SLT Chairperson: Bernadette Fitzgerald
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Elizabeth Diaz
Student Representative(s):

District Information

District: 20 Superintendent: Karina Constantino
Superintendent's Office Address: 415 89th Street, Room 401, Brooklyn, NY 11209
Superintendent's Email Address: kconstan@schools.nyc.gov
Phone Number: 718-759-4908 Fax:

Borough Field Support Center (BFSC)

BFSC: South Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: CWatson21@schools.nyc.gov
Phone Number: Fax:

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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Bernadette Fitzgerald	*Principal or Designee	
Claudia Grossane	*UFT Chapter Leader or Designee	
Elizabeth Diaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Elizabeth Diaz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sylvio Cortes	Member/ 5 th Grade Parent	
Amy LaTorres	Member/ 4 th Grade Parent	
Carolina Perez	Member/ 1 st Grade Parent	
Nelson Tung	Member/ 3 rd and 5 th Grade Parent	
Maria Otero	Member/ K and 1 st Grade Parent	
Wandy Dargan	Member/ 3 rd Grade Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine Caruso	Member/ Kindergarten Teacher	
Connie Leung	Member/ 2 nd Grade Teacher	
Claudia Grossane	Member/ Kindergarten Teacher	
Amy Hoffman	Member/ 4 th Grade Teacher	
Jodi Griffin	Member/ Kindergarten Teacher	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The school Mission Statement is the driving force behind all of our academic, social and emotional goals.

PS 503, The School for Discovery and Exploration, is a safe place where all members of our diverse community learn side by side with one another. Habits of Mind are taught, practiced, valued, and infused into our culture. It is our mission to welcome and celebrate all peoples and to nurture them to be more reflective, cooperative and kindhearted.

It is our expectation that all PS 503 members – staff, families, and students – will grow academically and gain the skills to help solve social, environmental, economic and political world problems.

The co-teaching model of instruction that exists throughout the school exemplifies the impact that collaboration has on teaching and learning. Our teachers look to their colleagues for support on their teaching and use video taping to share lessons and get feedback. Teachers open their classrooms to grade, school and city wide colleagues.

Unique to our school:

- Identified as Learning Partners Host School for the structures and supports we have in place to ensure collaboration and distributed leadership
- Award winning National Chess Team
- Cheerleading Team to support girls with social emotional needs
- Student Chorus
- Student School Ambassadors
- Arts Residencies: Chess in Schools, Capulli Mexican Dance, Ballroom Dance,
- Parents as Arts Partners, CookShop, NYHS Object Inquiry, Wildlife Naturalist Lenny,

Teachers and staff present at national conferences. In addition to this, many staff members lead summer institutes and other instructional programs at prominent colleges such as Kean, Hunter, Harvard, and Teacher's College at Columbia University. They often include their graduate students in education in the daily life's of PS 503 students by inviting them in to observe and participate in instruction. These graduate students from a variety of local higher education institutes often provide one to one attention to struggling PS 503 students, under the expert guidance of highly qualified PS 503 staff members.

P.S 503 is a Magnet school known for its success in meeting the needs of children with learning disabilities and therefore a number of students who enroll with us through our magnet program are children with Individual Education Plans.

20K503 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1084	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	92.9%	% Attendance Rate		95.0%
% Free Lunch	93.3%	% Reduced Lunch		2.9%
% Limited English Proficient	53.0%	% Students with Disabilities		21.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.9%
% Hispanic or Latino	78.2%	% Asian or Native Hawaiian/Pacific Islander		17.1%
% White	3.4%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.2	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.0%	% Teaching Out of Certification (2013-14)		4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.0%	Mathematics Performance at levels 3 & 4		27.5%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	H
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	H
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	H
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>PS 503 is a Highly Effective school that received Well Developed in every category of the 2014-15 Quality Review. To quote from the QR:</p> <ul style="list-style-type: none"> Teams of teachers meet on and across grades using various formative and summative assessments to discuss students through an inquiry approach. This provides distributive leadership roles for teachers as they assume facilitator roles during discussions. In the vast majority of classrooms, teacher pedagogy demonstrates a coherent set of beliefs about how students learn best and teacher practice is engaging, rigorous, and aligned to the curriculum. Teaching strategies provide multiple entry points and supports into the curriculum so that all learners are engaged. Across classrooms, student work products and discussions reflect high levels of student thinking and participation. Assessments provide an accurate picture of student mastery, providing meaningful and actionable feedback to teachers and students regarding student achievement. This enables them to track progress and adjust curricula to meet the needs of students. 		

• Teachers and families have mutual accountability for every student's progress and ultimately their success. There is also an increased awareness of grade level standards for both parent and teacher resulting in a more collaborative teacher/parent conversation.

• The school engages all learners in a rigorous, coherent curriculum across all grades in all subjects, aligned to the CCLS.

While the school has all pieces in place that make it successful, our test scores do not reflect the learning that is happening in the school. Based on our NYS ELA results, 2.9% of our SPED students met or exceeded standards during the 2013-14. We want to continue toward a 5% increase in this number.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of 4th and 5th grade special education students meeting standards as demonstrated on the 2015-16 statewide ELA test and the MOSL will increase 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All teachers will use varied co-teaching models to target instruction in Reading and Writing</p>	<p>All Students</p>	<p>Sept 2015-June 2016</p>	<p>Classroom teachers; literacy coach; Admin</p>
<p>All classroom teachers will participate in Teachers College in-house ELA PD 24 days. Teachers College will also lead an inquiry project for paraprofessionals on useful strategies for students with difficult behavior.</p>	<p>All students Teachers Paraprofessionals</p>	<p>Sept 2015-June 2016</p>	<p>TC coach, School ELA coach, Admin</p>
<p>We will implement weekly grade level RTI meetings to set RTI goals with the</p>	<p>All students</p>	<p>Sept 2015-June 2016</p>	<p>RTI coaches, Admin</p>

support of an RTI coach to support teachers in creating and implementing targeted instructional plans.	Teachers		
Every staff member will participate in yearlong RTI cycles where student reading/writing work is evaluated using the model of assess.teach.assess. Based on these assessments, teachers will engage in an inquiry targeting instruction to improve student progress.	All staff All students	Sept 2015-June 2016	RTI coaches, Admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for TC programming; in-house coaches, common planning time;											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Progress will be monitored through TC Assessment Pro and pre/post unit tests; periodic benchmark; RTI progress monitoring; looking at differentiated lesson plans.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	H

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.

The first line of our mission statement relates to providing a safe environment for our students to learn. We understand that if a child’s social and emotional needs are not met, they will not live up to their potential academically. As a result, PS 503 has established partnerships with a variety of organizations to support our students and families:

- TCICP, The Promise Center, The Center for Family Life, Lutheran Medical and Mental Health Services.

In addition, our in-house staff – guidance counselors, social worker and school psychologist – run groups for students and families such as Parenting Journey and Grief Support Group for students who have immediate family members who have deceased.

Over 95% of our students live at poverty level. As a result, our students have limited opportunities for enrichment, thereby limiting their awareness of the world and hindering their ability to understand reading material and to make connections between content areas. Parents have indicated, via the LES, Coffee with the Principal, PTA meetings and conversations with our Parent Coordinators that they would like more enrichment opportunities for their children.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of students will have participated in enrichment opportunities resulting in improved academic performance, and an increase of 5% of parents stating that the school provides enrichment for their children on the 2015-16 LES.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Will schedule Family events for parents and children to participate in enrichment activities a minimum of 5x a year. Will also provide tickets for parents to go to New Victory Events with their children on weekends and during vacations. Will</p>	<p>All children Families</p>	<p>Sept 2015-June 2016</p>	<p>Admin Teachers</p>

participate in the Cool Culture program.			
To increase opportunities for children by creating clubs in chess, art, dance, science, soccer, music.	All children	Sept 2015-June 2016	Cluster teachers Admin
Collaborate with outside organizations such as BRIC, CFL, NY Historical Society, Calpulli Mexican Dance, Dancing Classrooms, CookShop, New Victory Theater to provide in-house enrichment to students.	All children	Sept 2015-June 2016	Admin Bilingual Coordinator
Provide planning time for teachers to meet with outside organizations to ensure that programming aligns to classroom instruction.	Teachers	Sept 2015-June 2016	Aps, bilingual coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for multiple residencies, additional cluster teachers, planning time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Staff and students will complete surveys following each residency reflecting on the value of each residency.
Parent/teacher/student responses on the LES.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	H
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	H
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>On the 2014-15, our reviewer selected as our area of celebration the structured professional collaborations that our teacher teams use that promotes shared leadership and focuses on improved student learning. As a result of this purposeful and effective work, our reviewer noted that teachers are able to determine the specific needs of students, differentiate tasks, and implement strategies that that lead to increased student performance. The reviewer also rated PS 503 well developed in our CC aligned curriculum that is presented in a rigorous and coherent way.</p> <p>After careful analysis of the MOSL and State ELA and Math exams, we determined that 50% of our students did not have one year’s growth. We want to use the inquiry process to determine one year’s growth for these students, create goals and set benchmarks to ensure that the number of students having one year’s growth increases. We recognize the need to create common understanding of the Inquiry/RTI process in order to ensure 1 year’s growth for more students and to better target student instructional goals and outcomes.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016, every staff member will have participated in an inquiry where student reading/writing/math work is evaluated using the model of assess.teach.assess. Based on these assessments, teachers will engage in an RTI inquiry targeting instruction to improve student progress. The impact will be that thenumber of 4th and 5th grade students,</p>

making one year's progress as demonstrated on the 2015-16 ELA and Math tests and/or MOSL results will increase by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administration will outline expectations for RTI cycles to all staff</p>	<p>Teachers Students in Lowest third</p>	<p>September 2016</p>	<p>Principal, APs</p>
<p>Analysis of student work using Common Core Standard benchmarks and plan tasks aligned to chosen standards. Target instruction for specific students and groups of students.</p>	<p>Teachers Lowest third of students</p>	<p>Oct. 2015-June 2016</p>	<p>Admin</p>
<p>Teachers participate in staff development provided by Metamorphosis Learning</p>	<p>Teachers</p>	<p>Oct. 2015-June 2016</p>	<p>Coaches, Admin</p>

Communities, Teachers College Reading and Writing Project, and Teachers College Inclusive Classroom Project			
Individual student literacy and math goals created with each targeted student	Teachers Lowest third	Oct. 2015-June 2016	Coaches, Admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Monday and Tuesday PD time to support teachers understanding Literacy, RTI and Math coaches Coverage to allow teachers to attend PD Revise PS 503 portal to include Baseline curriculum resources											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Establish a baseline for each targeted student using the results of the MOSL and Writing on Demand pre-test. Monitor pre and post assessments after each cycle to assess growth. Student self assessment of progress towards meeting goals evaluated 3X a year.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	H
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
PS 503 received a Well Developed in the areas of coherence and consistency in pedagogy, in the use of aligned assessments to inform instruction, in creating a culture that communicates high expectations, and in providing rich opportunities for students parents and teachers. However, all of our teachers recognize that growth and learning is an on-going process and that the only way we will improve as teachers is through setting goals for ourselves and developing plans for reaching those goals.		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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 June 2016, every staff member will have identified goals for themselves and created action plans using the Danielson Framework for Teaching resulting in improved ratings for 50% of teachers from 2014-2015 in Advance in their area of focus .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Principal meets with staff developer to practice high leverage feedback strategies</p>	<p>Teachers</p>	<p>Sept 2015-June 2016</p>	<p>Principal</p>
<p>Teachers meet with principal 3x a year to establish tri-annual benchmarks, set goals and target students using the terms “What, How, Why” in order to impact expectations</p>	<p>Teachers Students</p>	<p>Sept 2015-June 2016</p>	<p>Principal Teacher</p>
<p>Teachers implement action plans and assess effectiveness. Principal establishes weekly office hours for 1:1 meetings.</p>	<p>Teachers</p>	<p>Sept 2015-June 2016</p>	<p>Principal Teacher</p>

Teachers record information on school-wide Comprehensive Teacher Log.	Teachers	Sept 2015-June 2016	Admin Teachers
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Coaches on staff assigned to classrooms to create labsites, partnerships with professional development organizations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
100% of base line observations and 50% of follow up observations complete by April 1.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>Over 95% of our students live at poverty level. As a result, families are living daily with stresses that have a major impact upon their children’s performance in school. Based on quantitative data collected during family events at school, and qualitative data collected from family liaisons, CBO partners, and our two Parent Coordinators, we concluded that there was a need to provide our families with less traditional, and more empowering opportunities to be involved in their children’s education.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016, PS 503 will have increased the number of meaningful opportunities for families to play a more active role in their child’s schooling (academics and habits of mind) resulting in a 5% increase in the number of responses to My child’s school has high expectations for my child and communicates to me and my child what we need to do to prepare my child for college and career readiness on the LES survey.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Habits of Mind will be included in the school’s Report Card and Parent Reporting Tool to inform parents of child’s social and emotional progress.</p>	<p>Parents Students</p>	<p>Sept. 2015-June 2016</p>	<p>Admin</p>
<p>TC reading benchmark letters and progress letters to be sent home quarterly in native language.</p>	<p>Parents Students</p>	<p>Sept. 2015-June 2016</p>	<p>Admin</p>
<p>Teachers will inform parents of their child’s progress through regular feedback on student homework, sending</p>	<p>Teachers Parents</p>	<p>Sept. 2015-June 2016</p>	<p>Admin</p>

home rubrics that detail expectations for projects.	Students		
Outreach to families that are struggling to encourage participation in CFL family counseling sessions; activities through The Promise Center; cycles with the school social worker in Parenting Journey.	Struggling Families	Sept. 2015-June 2016	Social Worker Admin PPT Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent coordinators, partnerships with CBOs, local organizations and officials.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Increase in parent attendance at academic workshops throughout the year.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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)	All level one and two students	<ul style="list-style-type: none"> • Guided reading • Shared reading • Close reading • RTI cycle 	<ul style="list-style-type: none"> • One on one conferring • Small group strategy lessons 	<ul style="list-style-type: none"> • During the school day • Before and after school
Mathematics	All level one and two students	<ul style="list-style-type: none"> • Performance tasks • Guided mental math minilessons • Matamorphosis Learning Communities Consultant 	<ul style="list-style-type: none"> • One on one conferring • Small group strategy lessons 	<ul style="list-style-type: none"> • During the school day • Before and after school
Science	All level one and two students	<ul style="list-style-type: none"> • Shared reading • Guided reading • Informational text features • Close reading • Project-based learning 	<ul style="list-style-type: none"> • One on one conferring • Small group strategy lessons 	<ul style="list-style-type: none"> • During the school day • Before and after school
Social Studies	All level one and two students	<ul style="list-style-type: none"> • Shared reading • Guided reading • Informational text features • Close reading • Project-based learning 	<ul style="list-style-type: none"> • One on one conferring • Small group strategy lessons 	<ul style="list-style-type: none"> • During the school day • Before and after school

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All level one and two students</p>	<ul style="list-style-type: none"> • Observe • Behavior Modification Plans • Parent engagement • Referral to outside services 	<ul style="list-style-type: none"> • Individual • Group 	<ul style="list-style-type: none"> • During the school day • After school
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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.
Teachers are recruited through mentoring partnerships with Teacher's College and Hunter college. ESL teachers are given preference and are placed in supportive co-teaching relationships through the "triad" model. They are observed and given feedback a minimum 6 times a year through Advance. All new teachers are part of a cohort that meets periodically throughout the year with mentors and staff developers to focus on components of the balanced math and literacy curriculum. All new teachers are assigned mentors.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
All staff participates in ongoing PD cycles with our professional development partners: Metamorphosis, TCRWP, TCICP. In addition, all staff participates in content institutes provided by PS 503 lead teachers and coaches. Staff also participates in coaching cycles and inquiry cycles based on analysis of student work.

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/information, early intervention services, etc.).

We have a comprehensive intake program. During registration students are given a welcome packet to our school. It includes a DVD that introduces families to the Kindergaren teachers, emergent story books and our phonics program. Families attend orientations all throughout the summer to build community with other families and with teachers. We have classroom paras on Kindergarten to support transition and class size.

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.

Teachers begin making decisions for the 2015-2016 school year during grade level “June planning”. Teachers reflect on students that made one year’s growth, and those that didn’t. They review the results of piloted curriculum and methods and make decisions about

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 (SCEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,021,725.00	X	14, 17, 19, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	174,270.00	X	11
Title III, Part A	Federal	67,808.00		
Title III, Immigrant	Federal	0	X	11, 14, 17
Tax Levy (FSF)	Local	6,631,523.00	X	11, 14, 17, 19, 21

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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 503, 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. PS 503 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) Template

PS 503, 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 on 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.

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>400</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>20</u>
of certified ESL/Bilingual teachers: <u>20</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: PROGRAM 1: AFTER SCHOOL 3rd - 5th GRADE ENGLISH LITERACY DEVELOPMENT FOR ELLS: This after-school program is designed to enhance our 3rd, 4th and 5th grade ELL students' oral language ability and vocabulary development. Our goal is to enhance their receptive language that will transfer to their productive language. The intent is to improve their overall literacy abilities in order to improve their specific reading and writing skills. Students are provided with instruction in vocabulary development, word work and oral presentation. Students are also provided with additional instruction in essay writing thereby honing their ability to use the oral language they have developed in their writing. The program is 6 weeks long and will run in 3 cycles, with 3 classes in each cycle, from December 1st – January 23rd, January 26th – March 13th, March 16th - May 1st. Six ESL certified teachers meet with 20 students. The two teachers will co-teach portions of the lessons and will work separately with small groups in order to target specific areas of instruction according to the level and focus of the students, such as their receptive language (listening and reading) or productive language (speaking and writing). This model will support small group instruction in conjunction with whole group discussion. The three classes will meet each week, on different days, Wednesday to Friday from 2:30 – 4:30. They will teach such skills as recognizing patterns in word work, vocabulary development, and identifying supporting details and transitional words to help with elaboration. Resources will include Brainpop ESL and Scholastic True/Flix, programs that provide non-fiction texts with accompanying clarifying videos, in addition to classroom libraries. The teachers assist the students in developing persuasive essays as well as oral presentations.

- PROGRAM 2: AFTER SCHOOL THEME BASED HANDS-ON LANGUAGE IMMERSION PROGRAM Grades K-2: Our goal is to increase our students' vocabulary development in order to enhance their ability to comprehend higher level reading passages and their ability to convey their understanding in their writing. NYSESLAT and NYSITELL results, class assessments, and past ELA tests, indicate that our students struggle with writing. While they have structure in place, they do not support their ideas with evidence from their readings or from personal experience. Our theme-based hands-on language immersion program will allow students to explore all aspects of language, reading, writing, listening and speaking while focusing on different aspects of one topic. Hands-on immersion in a topic will expand the students' understanding of the topic as well as broaden their vocabulary base. Students will receive instruction in various aspects of literacy, such as strategies for decoding, encoding, categorizing information, comprehension and vocabulary development. 20 students in each grade, K through 2, will be served through these programs in each of the 6 cycles. There will be 7 groups in each cycle. Students in these groups will have 1-3 years years of service. Students will meet in groups of 20 students with 2 ESL certified teachers and will be immersed in all areas of literacy and language acquisition around specific themes, with small group instruction provided according to student needs and interest. Instruction and exploration will be through the use of fiction, non-fiction texts, such as Scholastic non-fiction series, and related exploratory materials. The classes will take place 1 day a week, Wednesday through Friday, from 2:30 – 4:30, on a rotating cycle of 6 weeks per cycle, beginning December 1st through June 12th. Instruction will be in English with ESL supports, however non-English speakers will be additionally supported by our bilingual staff.

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: _____ In order to provide successful instruction to the students the ESL teachers providing the direct instruction will receive professional development in the effective use of ESL approaches. This funding source will be used to provide substitute coverage to enable the 20 ESL teachers to attend the professional development. The following professional development will be specifically targeted to our TITILE III programs. "Foundational Skills in Writing for English Language Learners" presented by Celena Larkey of Teachers College, Columbia University, will be a series of 10 sessions, 140 minutes in duration, 9:00 – 11:30 am, to take place over the course of the school year (October 14, 20, 27, November 18, 24, January 15, February 24, March 9, 22, 30). Two 90 minute sessions of "Multi-Syllabic Word Work for ELLs" presented by ESL teacher Kaitlyn Davis on 12/17 and 1/14 from 9:50 – 11:25 am. "Reading, Writing, and Speaking Across Genres: Helping ELLs Transfer and Strengthen Elaboration Skills from One Unit to the Next" presented by Annie Taranto of Teachers College, Columbia University will be a series of 5 all-day (8:00 – 3:00) workshops (September 29, November 21, March 9, May 1, and June 2). "Grades K-3 Balancing Reading, Writing, And Language Learning: Key Practices that Can Increase the Skills and Confidence of Multilingual Children" on January 7th and "Grades 4-5 Busting Myths about ELLs: What we Know about Multilingual Children and Key Practices that Can Increase Skills and Confidence" on April 5th are all day (8:00 – 3:00) workshops presented by Mary Cappelini . The above mentioned professional development sessions are in addition to on-going ESL professional development provided throughout the school year as described in the school's Language Allocation Policy.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ PARENT WORKSHOPS: In order for the parents of our English Language Learner students to provide support to their children we need to provide instruction and support to them. We will provide parent workshops, 45 minutes in duration, during the school day, at least once a month for the school year. Workshops take place from 9:00 – 10:00 Wednesdays, Thursdays or Fridays.. The topics will include, but not be limited to, How to Support English Language Learners to Increase Language Acquisition Through Native Language Discussions on 1/18, How to Support English Language Learners at [various] Reading Levels, How to Support English Language Learners in Writing, and How Support English Language Learners with Reading Comprehension. These workshops will take place on 10/3, 11/3, 12/12, 1/16, 2/13, 3/20, 4/17, 5/22, and 6/19. The ESL Coordinator and 6 ESL teachers, one on each grade level, will present these workshops with the assistance of the Parent Coordinator and Parent Liaison. Parents will be invited to the workshops according to the specific level of their children. Parents will be notified by letters sent home, flyers, posters placed at all entrances and phone calls home via the school messaging system. All

Part D: Parental Engagement Activities

communication will be in multiple languages as necessary. Simultaneous translation will be provided during all workshops.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal Nina Demos	Assistant Principal Brooke Precil
Coach Beth Hickey/ Literacy	Coach Rachel Kugelman / Math
ENL (English as a New Language)/Bilingual Teacher Emily Burrell	School Counselor Yesen Jimenez
Teacher/Subject Area Helen Spruill/Math	Parent Amy LaTorres
Teacher/Subject Area Megan Husak/Science	Parent Coordinator Tilcia Sola
Related-Service Provider Diana Santana/Speech	Borough Field Support Center Staff Member Aaron Perez
Superintendent Karina Costantino	Other (Name and Title) Allison Demas/ESL Coordinator

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	28	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	4	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1139	Total number of ELLs	619	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	619	Newcomers (ELLs receiving service 0-3 years)	501	ELL Students with Disabilities	117
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	118	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	501	0	83	118	0	34	0	0	0		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	99	88	65	88	61	47								0
Chinese	42	40	15	33	15	10								0
Russian														0
Bengali														0
Urdu														0
Arabic	1	4	5	2	1	0								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	57	20	13	14	12	10								0
Emerging (Low Intermediate)	23	21	13	17	16	4								0
Transitioning (High Intermediate)	36	25	16	11	21	5								0
Expanding (Advanced)	26	66	44	82	29	38								0
Commanding (Proficient)	16	4	4	11	13	15								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	4	6								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		4	6	25	19	28								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	60	17	13	0	0
4	47	17	0	2	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	32	7	30	0	12	1	8	0	0
4	34	3	17	3	12	1	2	0	0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	3	21	3	31	1	10	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

We use the TCWRP assessment tools to measure the progress of our students at P.S. 503. This assessment tool includes concepts about print (to measure basic reading behaviors), letter-sound identification (to measure phonological awareness), high frequency words (to measure automaticity with sight words), running records (to measure decoding and fluency), spelling inventory (to measure application of spelling patterns to writing), and writing on demand (to measures growth in narrative writing craft).

Review of the data indicates that students are meeting grade level standards from kindergarten through 2nd grade and then begin to decline. Analysis of the running records indicates that the comprehension required to understand the content combined with the complexity of English language at a higher level result in our students having difficulty maintaining the growth in reading ability they initially showed in the earlier grades. Our previously implemented triad model of co-teaching, whereby an ESL teacher is assigned to two classes on a grade, dividing his/her time between the two classes has resulted in the classroom teachers now co-teaching the literacy block (reading, writing, and word work) with ESL teachers. This structure allows teachers to better differentiate instruction and to work with smaller groups of students with greater frequency. The teachers in grades 3 – 5 will now focus more of their attention on higher level thinking strategies and comprehension in their instruction in conjunction with their instruction to support English language acquisition. In addition, a school-wide initiative to include greater content integration and cross-curricular planning will afford students with more opportunities to increase their content knowledge and apply it to various areas of their education.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Traditionally, the greatest number of English Language Learners were in our early grades, kindergarten through second grade. We understand and have seen this trend in our building due to the fact that these students are new to school and many are new to the English language. The numbers begin to decrease as the grade level increases. The 2015 school year presents an anomalously high number of ELLs in third grade, we believe, due to an unusually high enrollment of kindergartners in the 2012 school year. One quarter of the ELLs in third grade are in the entering and emerging categories. This 25% also includes newcomers. Due to societal and cultural changes in the world we have had an influx of new arrivals in the upper grades during the last few years. In response to

this we have implemented a 'newcomers' instructional program in the 4th and 5th grade to support their language needs. Overall, of our total 619 English Language Learners 46% fall in the expanding category of English language acquisition. Since 2012 we have seen a steady increase in students achieving a level of proficiency on the NYSESLAT with 41 students in 2013, 50 students in 2014 and 60 students in 2015. These facts reflect a combination of effective instruction on the part of our ESL teachers and a more accurate assessment of the expectations of language development at various ages.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The Annual Measurable Achievement Objectives provide us with information regarding student proficiency and advancement in English language acquisition. This data propels our instruction and influences decisions regarding school-wide initiatives. The trend in increasing proficiency levels, as indicated by the increasing number of students achieving the commanding (proficient) level and the 46% of students in the expanding category, indicates that the instructional methods implemented in the previous years, such as the push-in ESL co-teaching method, are providing our ELL students with stronger supports to assist them in gaining proficiency. Using the data we can determine where the students need the most support and plan accordingly. We have included more graphic organizers in the literacy block to create more pathways to understanding of reading and writing. We have implemented universal designs of learning to ensure our students have various opportunities of gaining access to the content and discussions. We have implemented daily guided reading and guided writing, as well as structured conference schedules in both workshops to support ELL's in reading and writing. Students have specific goals on which they are working. ESL teachers are differentiating reading support materials with native language materials. Co-planning has been our strongest support in communicating scaffolds that support comprehensible input and output of reading and writing throughout the day. We are utilizing our large number of minutes that we are able to service to focus on servicing in the reading and writing block because we see that these are the modalities that are in greatest need. Math co-teachers have developed visual representations/tools to use to communicate a common 'language' to use when talking about math. The math co-teachers have worked on incorporating scaffolded language into the curriculum. The arts, technology and science teachers have implemented ESL supports into their instruction in order to support our ELL students transfer the spoken instructions and content area vocabulary to the written products, thereby supporting a transference of the students abilities in listening and speaking to reading and writing. Currently the AMAO tool is locked and as a result we are unable to input the most recent data for analysis. Once this tool is unlocked we will use the resulting analysis to support the continued development of our instructional practice.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of our current ELLs, 46%, who took the 2015 NYSESLAT fall into the category of expanding proficiency of English language. 32% achieved the emerging and transitional levels and 10% remained at the entering level. The greatest concentration of students in the entering, emerging and transitioning subcategories are in the lower grades. Of those students who did take the Math and Science tests in native language there did not appear to be any statistically relevant improvement in their performance levels for having taken the tests in native language.

School leaders use our periodic assessments to assess our student's growth, but more importantly to plan for the next step in instruction and professional development. The data that we see from the standardized test and our periodic assessments helps us to see the student in many lights. We are currently using our periodic assessments (e.g. sight word, running records, writing on demand, spelling inventory) to help us understand how to cater small group instruction, differentiation of whole group work, scaffolds for ELL's visually, routines, and ESL best practices to best deliver instruction. This data is used to identify students that need enrichment and support during our intervention sessions. Since our periodic assessments (e.g. sight word, running records, writing on demand, spelling inventory) are used to determine what students require to gain more understanding of language, reading skills, writing skills, computational skills and content we use these results to guide our planning of instruction and how to best use native language supports to enhance this instruction and understanding. We drive our instruction by linking the information in English to what they know and understand in their native language. For example, bilingual staff members support students by providing content in native language as a preface to English instruction, thereby increasing the student understanding. Another example is having students complete writing assignments in their native language and then working with a bilingual staff member to translate the work into English. This affords the students both the opportunity to learn the craft of writing and to acquire English language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

We use the data derived from our formal and informal assessments to drive our instruction for all our students. We strive to provide universal designs for learning to our students thereby offering all students an appropriate pathway to understanding of content, and language acquisition, be it English language for the ELL, specific content language or academic language for all students. Within the RtI framework all of our students receive instruction as per Tier I. Our focus for ELLs is primarily on language acquisition, especially on oral language development, as this is linked to greater reading comprehension and abilities at higher levels of study. Those

students who are seen to be struggling, as indicated by assessments and observation are offered interventions best deemed to provide support in the areas of difficulty (Tiers II and III). Carefully targeted instruction is provided and consistently reviewed and analyzed to determine if the difficulties are the natural development of language acquisition or if they indicate a learning disability, often confused with behaviors presented by students learning a second language. It is only when, after carefully structured and scaffolded, high-quality instruction is provided for ample time with little or slow result evident in student learning that a student is considered to require an individual education plan and receives a formal evaluation (Tier IV).

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELL's through NYSESLAT data, State assessments, and formal school-based assessments. Data drives our instruction as well as our evaluation of all programs. We currently evaluate our success through examining our periodic TCRWP data. We look to see if our ELLs are progressing, even within a constant proficiency level, and if their intensive scaffolds and small group instruction is working.

By analyzing improvements in NYSESLAT scores over years we identify trends that are reflective of the procedures implemented each year. The increase in the scaffolds in K-2 instruction directly correlates to the increase in advancement in proficiency in those grades. The increase in the number of students who achieve the commanding level of proficiency indicates that the structures and supports we have put in place are supporting their language acquisition.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, [ELL Identification](#) section.
The steps that we follow for the initial identification of possible English Language Learners starts at registration. When a new student comes to register, the Home Language Identification Survey (HLIS) is administered by the ESL Coordinator, Allison Demas, with translation, if necessary, provided by trained school translation staff, who speak the family's native language. If the ESL coordinator is not available, then one of the ESL teachers on the grade appropriate for the incoming student conducts the interview. In addition to the HLIS, the ESL Coordinator/Teacher conducts an informal oral interview of the parent and of the student to determine exactly what language(s) the student speaks, what they speak at home, and their history according to the HLIS questions. The student is also interviewed in native language. The student interview includes a discussion of a book appropriate for the student's grade level and, an informal reading assessment of that book may be administered as well if it is deemed necessary. This is done to ascertain the student's oral and literacy abilities in English as well as in native language. The student receives this book as a welcome gift. At this point, the ESL Coordinator/Teacher assesses whether or not the student is eligible for English as a Second Language support. If the student is eligible, the NYSITELL is administered to the student upon entering school by the ESL teacher assigned to the student's class or by the ESL coordinator. If the student does not pass the NYSITELL and is Spanish speaking, the Spanish LAB is then administered to the student on a separate day.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon enrollment in school, if the parent responses to the Home Language Identification Survey (HLIS) or if the student interview indicate that the student has had interrupted or inconsistent schooling we begin to consider that the student may be a SIFE (Student with Interrupted/Inconsistent Formal Education) student. If the student is in grade 3 or above and performs at the entering or emerging level of proficiency on the NYSITELL we administer the oral interview questionnaire. This questionnaire allows us to ascertain the student's understanding of his/her own educational background and family history. In addition, the Literacy Evaluation for Newcomer SIFE (LENS) is administered to obtain information regarding the student's abilities in reading, vocabulary and math. SIFE determination occurs within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Upon administration of the Home Language Identification Survey (HLIS), if it is determined that the home language is other than English and the student has an IEP a Language Proficiency Team (LPT) is formed. This team will consist of the parent, the principal, the ESL certified Lead teacher and the Special Education Lead teacher. This team will review the IEP, consider the student's English language development, history of language use in school and at home, and information regarding whether the student's disability is a factor affecting the student's ability to demonstrate proficiency in English. After review the team will determine if the student may have a second language acquisition need or if the disability is the determinant factor. If it is the former the NYSITELL will be administered to the student. If it is determined that the student does not have English language acquisition needs then the NYSITELL will not be administered. The principal must reject or accept the recommendation of the team. If the principal accepts the decision to not administer the NYSITELL the recommendation is then forwarded to the superintendent's designee for final determination. The parent is notified within 3 school days of the final decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The day the NYSITELL is administered it is scanned and scored and a determination regarding the student's entitlement to English as a New Language services is indicated. Entitlement or non-entitlement letters are generated, time permitting, that same day, if not then the next day. The Entitlement letter includes a time and date for an Orientation meeting. The letters are distributed to the teachers, who sign receipt of the letters, and the teachers hand the letters to the parents that day at dismissal. Copies of these letters are kept on file in binders by the ESL Coordinator, as well as copies for the students' cumulative record folders.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the enrollment process, upon completion of the Home Language Identification Survey (HLIS) and the parent and student interviews, the ESL Coordinator or designee, with translation if necessary, explains the purpose of the survey and the interviews. The ELL testing eligibility is determined and shared with the parent. The parent is then informed that if s/he disagrees with the determination and feels their child has been misidentified as an ELL or non-ELL, they have the right to request an appeal in writing within 45 days. In addition, during the Parent Orientation, it is also explained that if the parent feels their child has been misidentified as an ELL they have the right to request an appeal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the Parent Orientation meeting, after explanation of the three programs, parents are given the Parent Survey & Program Selection Form in their language of choice. Most parents complete the form at the Orientation meeting. Some parents request to take it home to discuss their options with another family member. This parent is encouraged to return the form to the student's teacher the next school day and generally they do so. If the form is not returned promptly the ESL Coordinator reaches out to the parent, either in person at dismissal or via phone through a translator. Once the surveys are returned the forms are photocopied, the original is placed in the student's cumulative record file and the copy is placed on file with the ESL Coordinator. The parent choice is recorded on the ELPC screen as well as on an in-house spreadsheet.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once the Parent Survey and Program Selection forms are returned the forms are photocopied, the original is placed in the student's cumulative record file and the copy is placed on file with the ESL Coordinator. The parent choice is recorded on the ELPC screen as well as on an in-house spreadsheet. The spreadsheet serves the dual purpose of recording the parent choice as well as identifying those parents who have not completed the form. These parents are then contacted to either attend an Orientation, meet with the ESL Coordinator to discuss their options or to return the form to their child's teacher.
9. Describe how your school ensures that placement parent notification letters are distributed. In a manner similar to the Entitlement letter distribution placement parent notification letters are distributed to the teachers, who sign receipt of the letters, and the teachers hand the letters to the parents that day at dismissal. Copies of these letters are kept on file in binders by the ESL Coordinator, as well as copies for the students' cumulative record folders.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ESL Coordinator maintains all documentation. Copies of the Home Language Identification Survey (HLIS), Parent Survey and Program Selection forms, Entitlement, non-Entitlement, Placement, Continuation and Transition letters are kept in binders in alphabetical order. The original HLIS and Parent Selection form are kept in the student's cumulative record file along with copies of the Entitlement and Placement letters. Copies of the non-Entitlement and Transition letters are placed in the student's cumulative record file. Copies of the Continuation letters are placed in the students cumulative record file each year the student is in the program.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. English Language Learners are assessed annually with the NYSESLAT assessment. The NYSESLAT is administered by all of our ESL certified staff, as well as other pedagogues (general education and special education teachers) and support staff (speech teachers) that attend a NYSESLAT training by the ESL Coordinator. We follow the Department of Education (DOE) calendar of administration for the NYSESLAT. ESL teachers are assigned students they do not service to whom they administer the Speaking subtest. The ESL Coordinator attends DOE professional development on NYSESLAT training and scoring as they are offered and turnkeys this information to the staff. The writing portion of the NYSESLAT is scored by ESL certified teachers. Each teacher scoring is assigned a letter which is used to indicate the name of the individual who scored each test. Each teacher only scores a portion of the writing subtest. ESL teachers do not score tests of the students they service.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In a manner similar to the Entitlement letter distribution Continuation parent notification letters and Transitional support parent notification letters are distributed to the teachers, who sign receipt of the letters, and the teachers hand the letters to the parents that day at dismissal. If the students are in an upper grade and walk home along then the letters are placed in the student's 'take-home' folder. Copies of these letters are kept on file in binders by the ESL Coordinator, as well as copies for the students' cumulative record folders.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The trend regarding parent choice has been toward Free Standing ENL. In 2012 59% of parents of incoming students chose the ENL. In 2013 an overwhelming 89% of parents of our incoming students chose ENL. In 2014 75% of parents of incoming students chose ENL. In the past, while we have received requests for Dual Language and Transitional Bilingual, neither program had enough interest within a common language to meet the criteria necessary to implement either program. The current school year presents with 57% of the parents of incoming kindergarten students requesting ENL, 29% requesting Dual Language and 15% requesting Transitional Bilingual, again in multiple languages. Requests indicate that interest in alternative programs is growing and we will be looking toward inclusion of some of these programs in the future.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Instruction for our English Language Learners is done through a wide-scale push-in model on all grade levels. We have 28 ESL co-teachers delivering instruction, mainly in the literacy block. One ESL certified co-teacher services two classes. This means that the one teacher splits their day, half with one class and half with the other class. The teachers co-plan with the classroom teacher and deliver ESL instruction through co-teaching in the room mainly during the literacy block. ESL teachers also co-plan with the classroom teachers to help scaffold other areas of the day to make content comprehensible to the ELLs in that room. ESL teachers also model the ways to incorporate native language into all instruction, content support and materials to help expedite their transition into English. Students are grouped in classes to ensure a balance of students at each proficiency level in each class. Each class is heterogeneously mixed with students representative of English speakers, students who met the commanding proficiency level of the NYSESLAT, and ELLs who are at the Entering, Emerging, Transitioning and Expanding levels of language development. Since instruction is provided according to student need the students are often grouped and regrouped according to the lesson and their abilities. The school's triad model of one ESL teacher for 2 classrooms allows for greater flexibility in grouping and providing targeted instruction.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

and experiences that allow them to utilize a variety of modalities in both English and their native language. While instruction is presented in English native language is incorporated into classroom instruction whenever possible to expedite the students' transition into English. Student materials, such as writing checklists, are translated into native language to support those students literate in their own language. Lessons are previewed in native language to support understanding of content and facilitate students' participation in whole class lessons. As per the common core standards, students are expected to access information and demonstrate understanding, critical analysis and evaluation of material as appropriate for their stage of development. All students are expected to respond, orally and in written form, to information and to demonstrate understanding. Students are expected to compare and contrast texts, in all content areas and to make inferences and draw conclusions. They provide evidence and cite examples to support their conclusions. Scaffolded discussions, sentence prompts, charts with transitional words are a few of the supports provided to help foster students' acquisition of language and help them meet these standards and expectations.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiation inside English Language Learner subgroups has been a smoother process for us because of the push-in model and coplanning with the classroom teacher. With regard to SIFE students the ESL teacher uses a variety of differentiation practices in the classroom as well as communicates with the classroom teacher about the special needs that may arise from the interruption of education. Together they plan language and content development and address the social and emotional needs of students. The ESL teachers see SIFE students in a separate remediation time where they are able to support them with individualized issues that they have seen in the class. We have a daily newcomer program that further helps to support SIFE students as well as newcomers. The ESL teacher provides extra intervention as well as language based activities to support SIFE. We support our 443 students that fall in the less than three year categories through small group instruction in the literacy block and co-planning with the classroom teacher to implement scaffolds that help these students in the content areas. We support their preparation for the ELA test through the literacy block. Students at ELA test grade levels practice the skills that they will see on the ELA and understand the process of taking a test (bubbling etc..). Students are instructed at their level, so our plan looks like small group instruction that is targeted to the needs of the students. Our daily newcomer program at the 4th and 5th grade level, students work in small groups targeted at their language and educational needs under the supervision of an ESL certified lead teacher. Our 50 ELL's that have

been serviced between 4 to 6 years pose different issues to the ESL and classroom teacher. Their needs are addressed through co-planning, where the ESL teacher is helping the classroom teacher differentiate and understand their growth and needs as they are transitioning out of ESL. They are also monitoring if the student seems to stagnate and they look at interventions to try to move them through that stage. Again, the theme at P.S. 503 is collaboration. We collaborate through co-planning between all support people and the classroom teacher on how to support these students. Longterm ELLs who have completed more than 6 years of service are a rare occurrence in a K-5 elementary school, however, in the extreme cases that this exists we cater to the individual needs of the students. This could look like frequent communication between the family, special education teacher (if applicable), general education and ESL teacher to plan targeted instruction. We do not have any students at this time that are long term ELLs.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The re-identification appeal process is a new occurrence, however, monitoring student progress is not. Students are continuously monitored to determine their understanding and academic development and students are met at their own level. Regardless of their ability to speak one language or another, instruction is devised to suit the student's needs and is presented in the language necessary for understanding. This holds for ELLs and non-ELLs alike. The majority of instruction at PS 503 employs ESL strategies, presented through the universal design for learning, as these are best practices.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We use a variety of instructional strategies to access and accelerate learning among ELLs/SWDs. Some of these strategies are shared experiences, visual thinking strategies, kinesthetic learning opportunities, immersion in literary genres and provision of hands-on manipulatives. Sign language and hand motions are aligned to word work to provide students with sensory experiences to support acquisition of English letters and words. Music, songs and physical movement incorporated into learning activities allow students to access multiple modes of learning as they need. Content materials are adapted and scaffolded as appropriate to the students' academic needs, regardless of grade level. High interest, low ability books are used to provide students access to grade level content even if they read below grade level. Student word walls, strategy cards and vocabulary charts are individualized according to student needs. Differentiated charts are present in all classrooms to provide students with visual supports best suited to them. Use of UDL strategies and approaches, such as information provided orally, visually and in written form, offer students various pathways to understanding. Native language previews of lessons and explanations of materials help students understand lessons and how to use the materials. We make use of technological appliances through the use of

bilingual

software and web-based programs such as Lexia, Brainpop ESL, which offers visual and auditory language learning opportunities, and Capstone Library, which provides students with experience hearing English language books while the words are simultaneously highlighted. Mandated services are recorded in service provider logs. We employ bilingual speech providers and counselors and

have alternative placement paraprofessionals to support students in native language.

- How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

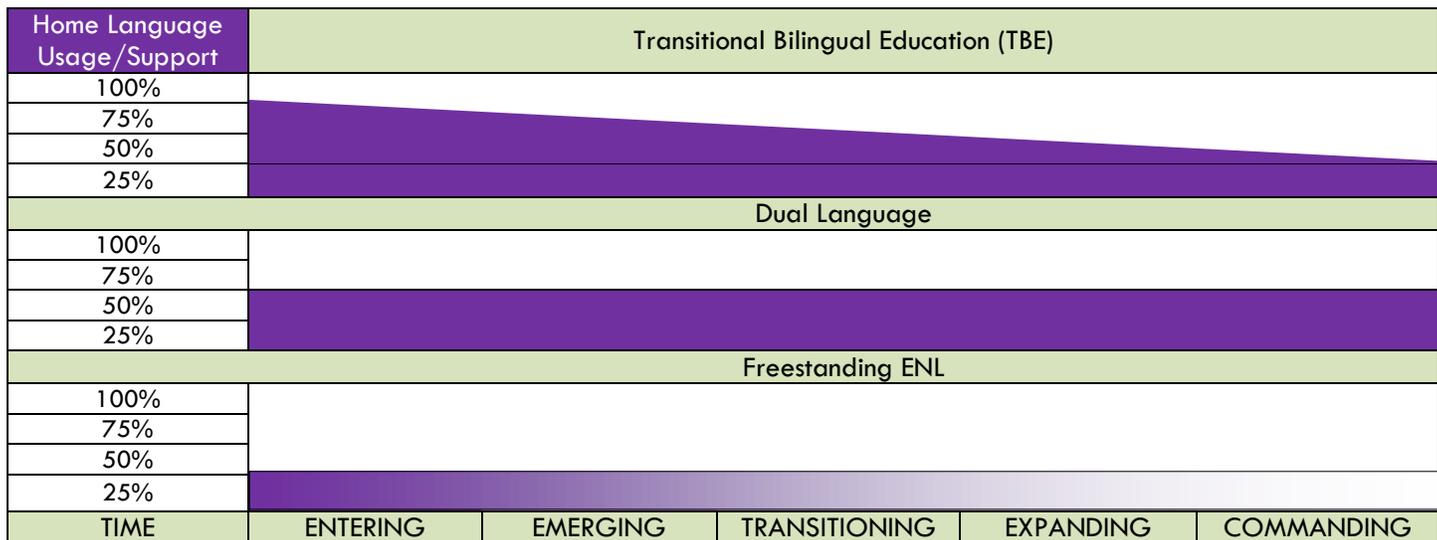


*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. As stated earlier, we support our newcomer students that fall in the less than three year categories through small group instruction in the literacy block and co-planning with the classroom teacher to implement scaffolds that help these students in the content areas. We support their preparation for the ELA test through the literacy block. Students at ELA test grade levels practice the skills that they will see on the ELA and understand the process of taking a test. Students are instructed at their level, so our plan looks like small group instruction that is targeted to the needs of the students. We have also implemented a newcomer program at the 4th and 5th grade level. These students meet with ESL certified teachers and work in small groups targeted at their language and educational needs. Our ELL's that have been serviced between 4 to 6 years pose different issues to the ESL and classroom teacher. Their needs are addressed through co-planning, where the ESL teacher is helping the classroom teacher differentiate and understand their growth and needs as they are transitioning out of ESL. They are also monitoring if the student seems to stagnate and they look at interventions to try to move them through that stage. Students demonstrating difficulty with writing are given additional support on essay expansion and development. Again, the theme at P.S. 503 is collaboration. We collaborate through co-planning between all support people and the classroom teacher on how to support these students. Long term ELLs are assessed in literacy and the results are compared to their NYSESLAT results to determine possible areas of overlap that can be supported to help them improve academically. ESL teachers and special education teachers meet through co-planning with the classroom teacher. ESL teachers are aware and have a copy of the Individualized Education Plan and are able to communicate with the special education teacher on how to best support the IEP as well as ESL issues. Students are assessed formally and informally on a regular basis in both ELA and Math. Individualized intervention plans are designed for students performing below grade level. All of the following intervention services are provided in English with native language support (through a bilingual teacher or paraprofessional) as necessary. Student progress is recorded through conference notes, small group observation sheets, checklists, and formal interim assessment tools. If a student's academic needs more closely align with a different grade-level, students are then invited to join a classroom on that grade-level for academic instruction. Since students receive math instruction in English with native language support, we make sure to support students who are taking the State Math test in their native language to ensure that they are prepared to demonstrate their understanding of the content in their native language. Several weeks prior to the test, teachers and/or paras work with students to review math vocabulary in students' native language and to familiarize them with the testing language. In addition, translated information and teaching tools are sent home to parents. For any subgroup, the targeted interventions that we provide directly correspond to the instruction that all students receive during the school day. Teachers collaborate with colleagues across the grades to appropriately target instruction. For example, a 4th grade teacher will work with a 1st grade teacher to plan and implement an emergent guided reading lesson. All teaching is directed by student need and is not bound by grade level. Our Science program is FOSS (Full Option Science System), where students are immersed in an in-depth, hands-on program that is differentiated through co-planning between the ESL coordinator and the Science teachers. Our lower grade science teacher is ESL certified. Paraprofessionals support the curriculum and content through native language use. Reading and writing components are always included in the lessons and are directly related to the hands-on activities for easier acquisition of words and understanding of content. UDL approaches of presenting information orally, visually and in written form allow students multiple pathways to understanding. Our Social Studies program allows opportunities for students to work in heterogeneous groups to create group projects. ESL teachers co-teach social studies with the classroom teachers using ESL practices and native language support when appropriate to present information. Topical books are provided to children on their individual reading levels in both English and their native language. In addition, topical books in English, scaffolded according to reading level, allow students of differing abilities to access information on the same grade level topic. We believe experiential learning is critical for all children, and especially ELLs. Through hands-on, visual learning, ELLs are exposed to materials and experiences that allow them to utilize a variety of modalities in both English and their native language. Bilingual staff provide native language support to students requiring such support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program showed an increase in student ability and higher levels of student progress, particularly reading ability as indicated through running record assessments. While this was true across all grades it was especially true in grades kindergarten through second. In addition, at least half of the students meeting proficiency standards, via the NYSESLAT, were in the lower grades. Review of our students and our program indicated that although our upper grade students had originally demonstrated great improvement in their abilities, their abilities were not at grade level to begin with. They were showing progress but at a lower academic level than their grade. Students, in all grades, show great improvement and movement through the lower levels of reading ability due to the various supports inherent in those lower level texts. However, reading and writing on levels appropriate for the upper grades requires greater understanding of content, academic language and comprehension of complex ideas, as well as a facility for more complicated conversational language. It is this higher order cognitive academic language of true fluency that we must focus upon in order to close this gap and provide our students with the language necessary to continue to succeed. To this end we are using cross curricular planning to incorporate greater content integration, experiential learning and hands-on activities.

An increase in oral language and comprehension (improving expressive and receptive language) should transfer to written form, improving student reading (receptive language) and writing (expressive language) ability.

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

This year we are looking towards greater integration of content and theme-based instruction in order to support students in transferring information and understanding between varying curricular areas.

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

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

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

ELL's are afforded equal access to all programs because we do not discriminate against any group or grade level for school programs. 54% of our student population are identified as ELLs. In addition, 80% of our correspondence home is sent home in native language. This indicates that our ELL population are our majority, not an isolated group. We endeavor to provide our students with as much exposure to the arts and artistic pursuits as funding and time constraints will allow. Creative scheduling allows all of our students to receive some combination of performing arts, dance and visual arts weekly. Special programs provided by outside organizations are provided for grades regardless of ELL or SWD status. In addition, we offer opportunities to work with artists in residence and a wildlife biologist according to interest. Our after school clubs are open to all students, not just one particular group. Clubs fall into the categories of academic and recreational, such as chess, cheerleading, chorus and dancing.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We are making strides in increasing our use of technology and technological support for English Language Learners at P.S. 503. There are Smart Boards in every room that are used to differentiate lessons through use of visuals, internet connections and virtual tours. All classrooms also have document cameras, scanners, digital cameras, and video cameras. These are used for all subgroups. We have at least one computer in each classroom and a wireless classroom computer lab that can be brought into the room. We have iPads for use by our students to support their reading abilities. In addition, we have a technology lab. We are using these computers to support ELL's through the use of word processing programs, translations sites, ESL websites (BrainpopESL, StarFall). SIFE and newcomer students can use the computers and iPads to utilize various language software as well as interactive language games online. The Sketchpad software is utilized to provide students with various learning modalities of content area instruction (e.g. equivalents in math). Science is all hands-on instruction which offers students ample opportunities to explore science tools (balances, calibrated cylinders, magnifying glasses) as well as observing change over time (insect metamorphosis, plant growth). Our social studies programs have incorporated an art component in which students study paintings, prints, sculptures and other art forms to increase their visual thinking skills and enhance their understanding and perception of bygone eras and situations. We have a technology teacher who teaches technology skills directly to students and also support teachers in creating materials and instruction using technology.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We believe native language is an integral part of our differentiation in the classroom. The ESL teachers have a library of native language materials to help fill in any gaps cross grade levels. Many of our ESL teachers are bilingual in languages represented at our school. This is helpful to aide in translation of content and materials. We also use co-planning between the ESL teacher and the classroom teacher to create intentional groupings (a non-speaker paired with a bilingual student, or put in a triad). Bilingual teachers help to deliver content area instruction in native language where needed and bilingual paraprofessionals are also available to help support students. In math, these bilingual paras help to deliver content instruction in the students' native language, as needed. In addition, students have access to math bilingual dictionaries that they can use to help them translate math specific vocabulary. In addition, students who need it receive in class and homework assignments in their native language. In ELA, the bilingual teachers and paraprofessionals work with students to develop their English Language reading and writing skills by providing the necessary translation to access the content. A newcomer toolkit has been created that includes translated documents such as reading logs, math sheets, and writing explanations. The translated materials that explain classroom routines are available for teachers to access as needed. These items include visuals as well as native language support. Small group math test prep occurs in native language. All materials sent home are translated.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services correspond to the ELL's age and grade level. Children are placed in age appropriate classes regardless of educational experience or ability. All required services correspond to their grade level/age appropriateness. Upon registration we check birth dates and previous school history in order to make sure students are placed appropriately.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

All incoming ELL students are provided a welcome packet with a book in English and a book in native language, an English alphabet chart, a DVD with instruction on the alphabet and letter sound correspondence, a DVD with a variety of popular stories narrated in English and a letter, in native language, that provides information about school programs and special events. In addition we offer a parent orientation for new admits that provides parents and students with a tour of the school as well as an overview of activities and events offered throughout the school year. As new ELLs enroll during the school year they are included in newcomer programs to help them acclimate to their new surroundings.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All teachers, ESL, general education and special education, participate in professional development at school and outside of the school. There are various types of professional development offered in house and outside the school. Regardless of the teachers' certification our student population is primarily ELLs, therefore the emphasis of most of our professional development for all staff is focused on ELL support. Every teacher participates in a 80 minutes weekly professional development with other colleagues on their grade, facilitated by an ESL certified teacher. These groups select topics based upon the needs of their students, primarily focusing on language acquisition in terms of comprehensible input and output. Topics include: MSV for ELLs, Inferential Comprehension, Engagement Methods and Language Acquisition. In addition they address best practices in co-teaching methods and incorporating content in language instruction. Through their study of the topic and through classroom observations, teachers develop strategies and routines and then implement them within their classrooms.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers College staff developers have been hired to provide Literacy Based professional development to all our teachers, including ENL teacher, and paraprofessionals. All of this professional development on curriculum design is aligned to the Common Core Standards. Our focus is on active engagement and accountable talk in conjunction with language acquisition. This focus is particularly relevant to our ELLs since informal assessments and teacher observations have shown a lack of active engagement on behalf of many of our ELLs. Also, our literacy and Rtl coaches provide ample professional development to all teachers on various topics within reading and writing. They also provide individual coaching based on teacher/student need. In addition, our teachers attend Teachers College calendar days which offer a variety of Common Core aligned professional development opportunities. These include such topics as Working with ELLs, focusing on the work of Mary Capellini, Differentiation for ELL/SWD, Developing Phonemic Awareness and Supporting Vocabulary Development in ELLs, RTI Process for ELLs. All bilingual staff members receive professional development in dealing with ELL students and their parents with regard to supporting them as translators. Non-pedagogues receive professional development in understanding and translating academic language.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our bilingual guidance counselor and 2 bilingual parent coordinators/liasons (Chinese and Spanish) attend district-wide Middle School open houses with parents to determine which middle school programs are appropriate for our students. Most of these middle schools offer a different ESL servicing model than our push-in program. Due to this, a school-wide goal to help our students reach proficiency level before leaving PS 503. In addition, our bilingual guidance counselor serves as a liaison between 5th grade teachers and middle schools in order to make sure our staff members are best able to transition our students into middle school. The school guidance counselor works closely with classroom teachers to ensure that they understand the middle school application and articulation process. The school guidance counselor and the bilingual parent coordinators hold workshops for teachers, parents and students providing them with information about middle schools, the application process and assistance with the process. They ensure that parents are informed of their rights and options and provide individual assistance as necessary.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ESL/SPED Support Team, comprised of ESL certified and Special Education teachers will be providing professional development for the entire staff in 6 week inquiry cycles, focusing on specific classroom issues and students. This team will address areas of instruction surrounding language acquisition, comprehension, engagement, universal design, modification of instruction, ESL best practices and content integration and assessment of understanding. Agendas, attendance sheets, artifacts, materials and Google docs with meeting notes will serve as record of the various professional development activities. In addition, Teachers College will be providing professional development for staff members across instructional needs. Teachers also attend calendar days at Teachers College. A master list of all professional development offered, with the names of the attendees is maintained by the Literacy Coach. A school-wide professional development document also records any professional development activity attended by staff members.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to mandated parent orientations, curriculum conferences and parent-teacher conferences teachers meet with parents to address student progress and their developmental needs during weekly blocks of time designated for family involvement. Translation, if needed is provided via in-house translators. These interim meetings are documented in the Parent Communication Log.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All interactions with parents are recorded in the Parent Communication Log. Parents are surveyed as to when they are available to meet with teachers and to inquire if translation is needed. All letters are translated into native language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents at PS 503 are welcome and an integral part of our team. Parents are encouraged to volunteer in the classroom, lunchroom and for specific support activities. Parents of all languages and cultures have participated in our volunteer opportunities as class parents, chaperones and special project organizers. Parents have helped to develop policy and allocate funds through the School Leadership team. Parents attend numerous school-wide events such as student assemblies, monthly PTA meetings, monthly Family Fridays, monthly Coffee with the Principal, parent workshops, chess tournaments, the PTA sponsored Winter Carnival and Spring Celebration, field day and the annual Art Show and Auction. Parents of all cultures and languages participate, volunteer and are instrumental in making each event a success. All notification for all activities listed above are sent home to families in their preferred language and posters with the translated information are displayed outside the school entrances.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 503 partners with a number of community agencies to provide workshops and services to our ELL parents. We created a partnership with Center for Family Life, a community based organization that provides family counseling, after-school services and other recreational programs. PS 503 also partners with the Neighborhood Improvement Association. They provide individual and group counseling to help children develop social skills and organizational skills to help them succeed academically and within their family. Parents are brought in on a case-by-case basis to work on developing structures at home that will help to facilitate success. These services are offered in English, Spanish, Mandarin and Cantonese. We also have extensive referral partnerships with the local hospitals, mental health services, the local food pantry and local after school programs to refer families when they are in need of services. We have partnerships with agencies that service families in Arabic, Cantonese, Mandarin, Fujianese, Spanish and English. PS 503 has partnered with the Center for Arts Education to offer Parents as Arts Partners to our parents. Led by our Parent Coordinator and Parent Liaison, in conjunction with a teaching artist the series of workshops explores various aspects of the performing arts.

5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated in a number of ways. The parents fill out surveys about their needs. The parents provide input regarding the effectiveness of the attended workshop as well as suggestions for future workshops. Parents also present their needs at Coffee with the principal, a forum where parents can ask questions, talk about what's working and what needs to improve within the school community. Parents also have access to our Parent Coordinator, Parent Liaison, school social worker, school psychologist and guidance counselor to express their needs for additional services. Our PTA has reached out to parents to provide opportunities via the SLT and on their own. Parents at PS 503 expressed the need for support related to discipline, homework, parenting in a new culture and counseling services. In response to these needs we developed partnerships with community agencies to provide workshops, counseling services and referrals.

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response here:

School Name: **PS 503**

School DBN: **20K503**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nina Demos	Principal		10/30/15
Brooke Precil	Assistant Principal		10/30/15
Tilcia Sola	Parent Coordinator		10/30/15
Emily Burrell	ENL/Bilingual Teacher		10/30/15
Amy LaTorres	Parent		10/30/15
Helen Spruill/Math	Teacher/Subject Area		10/30/15
Megan Husak/Science	Teacher/Subject Area		10/30/15
Beth Hickey/Literacy	Coach		10/30/15
Rachel Kugelman/Math	Coach		10/30/15
Yesen Jimenez	School Counselor		10/30/15
Karina Costantino	Superintendent		10/30/15
Aaron Perez	Borough Field Support Center Staff Member _____		10/30/15
Allison Demas	Other <u>ESL Coordinator</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K503**

School Name: **School of Discovery & Exploration**

Superintendent: **K. Costantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish is the predominant language preferred by our parents. This is followed by Chinese, English and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every document distributed to parents is translated into the languages preferred by our parents. This includes all school notices, PTA announcements, classroom letters, report cards, parent reporting tools, trip permission slips, school newsletters and any other missive. Every informative poster displayed at the school entrances is also translated into appropriate languages. In addition telephone notifications, via a phone messaging system, are also translated into native language.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parents will meet with teachers at Parent Orientations within 10 days of enrollment, Curriculum Conferences for all students within the first 2 weeks of school, Interim Conversations 2 times per year, Parent-Teacher Conferences 3 times a year, monthly PTA meetings, monthly Coffee with the Principal sessions, monthly parent workshops, annual meetings with ELL parents, meetings with the guidance counselor, social work and school psychologist, IEP meetings and additional parent-teacher conferences held during the year to support student progress.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Each grade is assigned a Spanish, Arabic and Chinese in-house translator in charge of all written materials for that grade which include monthly curriculum newsletters, trip slips, homework notices, etc. Materials have a deadline for submission in order to give the translator time to complete the translation and the materials can be copied for distribution. Once materials have been translated, they are given to the School Aide who copies class sets based upon the spreadsheet indicating the number of documents in each language required by each class. All written translation services are provided in house by school staff. In addition, we utilize materials provided by the Translation Interpretation Unit of the Department of Education.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During the school year all oral translations are provided by school staff. On PT Conference dates, we supplement our translation support through the use of Center For Family Life staff members. During school-wide meetings, such as PTA meetings and Coffee with the Principal, the use of simultaneous translation devices are made available to parents. Translation is also provided at assemblies and student performances.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Information regarding translation expectations and procedures are explained in the School Standard Operating Procedures Manual. They are reviewed at the first staff meeting of the school year, they are explained and referred to in the Daily Notes, the in-house communication system, resources or links to resources (e.g. Home Language google doc) are attached to the Daily Notes and links/forms (e.g. Translation Request Form) are available on the in-house school Drive.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Posters, translated into all pertinent languages, will be posted at the main entrance of the school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Periodic parent surveys will be distributed to parents to assess our ability to provide parents with appropriate language services. Parents are surveyed at PTA meetings and Coffee with the Principal meetings. Parents are also able to speak with our bilingual Parent Coordinator and Parent Liaison as well as members of the PTA.