



**NEW YORK CITY ACADEMY FOR DISCOVERY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: NEW YORK CITY ACADEMY FOR DISCOVERY**  
**ADDRESS: 95-16 89TH AVENUE**  
**TELEPHONE: 718-441-2165**  
**FAX: 718-441-5923**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342700010306      **SCHOOL NAME:** New York City Academy for Discovery

**SCHOOL ADDRESS:** 95-16 89TH AVENUE, QUEENS, NY, 11421

**SCHOOL TELEPHONE:** 718-441-2165      **FAX:** 718-441-5923

**SCHOOL CONTACT PERSON:** JENNIFER FLANDRO      **EMAIL ADDRESS:** JFlandr@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jimmy Kalamaras/Maribell McDaniel

**PRINCIPAL:** Jennifer Flandro

**UFT CHAPTER LEADER:** Jimmy Kalamaras

**PARENTS' ASSOCIATION PRESIDENT:** Joshua Hirschman/Briant Almonte

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      NA

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** 303

**NETWORK LEADER:** KATHLEEN LAVIN/Olga Mejia-Glenn

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jennifer Flandro	Principal	Electronic Signature Approved. Comments: Override after minor revisions made. Override after making minor copy changes.
Jimmy Kalamaras	UFT Chapter Leader	Electronic Signature Approved. Comments: Override after minor revisions made. Temporary override due to i-plan access issues.
Joshua Hirschman	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Override after minor revisions made. Temporary override due to i-plan access issues.
Gina Torres	Parent	Electronic Signature Approved. Comments: Override after minor revisions made.
Laura Curiale	UFT Member	Electronic Signature Approved. Comments: Override after minor revisions made. Temporary override due to i-plan access issues.
Julie Moritz	UFT Member	Electronic Signature Approved. Comments: Override after minor revisions made.
Katie Pantaleo	UFT Member	Electronic Signature Approved. Comments: Override after minor revisions made. Temporary

		override due to i-plan access issues.
Gloria Palau	Parent	Electronic Signature Approved. Comments: Override after minor revisions made.
Maribell Perez McDaniel	Parent	Electronic Signature Approved. Comments: Override after minor revisions made. Temporary override due to i-plan access issues.

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□The mission of the NYC Academy for Discovery, PS 306Q, is *to empower students to become confident learners who demonstrate strength in character. We foster pride in self and community while developing strong academic skills through discovery-based learning. By cultivating curiosity and inquiry skills in a collaborative environment, the Academy readies students to enter and excel in competitive middle and high schools, colleges, and careers.*

We believe every child can and will learn. We commit to fulfilling our mission by enhancing each child's self-concept through academic and social growth, thereby preparing our children to function as responsible citizens in a rapidly changing world. At PS 306, we understand the importance of meeting the needs of the whole child and know involvement of families and the community is crucial.

We believe that students learn through discovering new things about the world around them, and so we provide active, hands-on learning opportunities. All students participate in inquiry-based science. This program allows students to formulate hypotheses, carry out investigations, and synthesize their new learning. Our children also participate in a Physical Education program which emphasizes applying knowledge of the human body to physical movement. In addition, they participate in our visual art program, which is designed to teach students to experiment with different mediums and art-making techniques. These opportunities for active, involved learning provoke thought, increase awareness, ignite passion, allow exploration and increase engagement.

Our Academy for Discovery offers all students a supportive learning environment with a curriculum that is rigorous, sequential and individualized with a focus on each student's intellectual and personal development. We use a workshop approach for teaching reading, writing, and math. Students are taught a strategy and/or skill and then apply that strategy and/or skill with teacher support. Our school uses the Balanced Literacy model in our Literacy instruction. Classrooms are equipped with leveled libraries and the staff is familiar with matching students to text. During Reading Workshop, students are taught a reading skill/strategy in the mini-lesson, work independently practicing that skill/strategy and then share out with the rest of the class. Teachers conduct Guided Reading groups every day (beginning late Fall in kindergarten) and keep Guided Reading records to note students' specific reading behaviors. Literacy Centers are used so that the teacher may work with groups of students during Guided Reading while other students work at centers aligned to their specific needs. Reading Conference notes are also taken while the children are reading independently so that teachers may note specific reading behaviors. Our literacy curriculum includes use of the Making Meaning program, which is designed to teach reading strategies in a sequential, developmental fashion. We are also using the Being a Writer program in writing workshop.

We are using Everyday Mathematics, which provides children with opportunities to explore mathematics and to learn the processes of mathematics. Explorations and games are an integral piece of the program, as are "hands-on" activities that are part of every lesson. We want our students to "discover" mathematics and to become problem-solvers. We have benefited from participation in the Teaching American History grant, which has offered our teachers support in developing

thoughtful, standards-aligned Social Studies curriculum units. These programs involve the children investigating, exploring and discovering their own knowledge.

We have identified the needs of all of our students, including those who require academic intervention as well as those who need enrichment. Because we believe that all children can learn and achieve at high levels, we hold every student to high expectations. We study and analyze students, trends, teaching strategies and research in an ongoing effort to provide a high-quality education to all of our children.

Our school has formed partnerships that support our mission. For example, we have formed a partnership with Learning Leaders, which has provided volunteer training to parents and other community members who wish to contribute to our school. Parents and families are continually invited to participate in school events, share in our authentic celebrations of students' work, and be an active part of our community.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	New York City Academy for Discovery								
<b>District:</b>	27	<b>DBN #:</b>	27Q306	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		53	36			TBD	TBD		
Kindergarten		68	84						
Grade 1		19	77	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	27	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		0	0			77.89	TBD		
Grade 4		0	0						
Grade 5		0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		0	0			55.7	85.1		
Grade 8		0	0						
Grade 9		0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		0	0			1	TBD		
Grade 12		0	0						
Ungraded		0	1	<b>Recent Immigrants - Total Number:</b>					
Total		140	225	(As of October 31)	2007-08	2008-09	2009-10		
						0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes		0	12	Principal Suspensions		0	TBD		
# in Collaborative Team Teaching (CTT) Classes		10	7	Superintendent Suspensions		0	TBD		
Number all others		2	3						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants		0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants		0	0		

# in Transitional Bilingual Classes		0	0				
# in Dual Lang. Programs		0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only		21	42	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		2	4	Number of Teachers		11	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		2	TBD
				Number of Educational Paraprofessionals		4	TBD

<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere			
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		82	TBD
American Indian or Alaska Native		0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		90.9	TBD
Black or African American		7.9	8.9				
Hispanic or Latino		54.3	62.7				
Asian or Native Hawaiian/Other Pacific Isl.		10	12.4				
White		4.3	4.9				
Multi-racial							
<b>Male</b>		47.9	48.9				
<b>Female</b>		52.1	51.1				

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08
	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
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<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:		Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√					
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	-	-					
<b>Student groups making AYP in each subject</b>	1	1					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09	Quality Review Results - 2008-09
<b>Overall Letter Grade</b>	<b>Overall Evaluation:</b>
<b>Overall Score</b>	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

As an Early Childhood School in our third year of operation, our school does not have an abundance of summative performance data. In order to conduct a needs assessment, our School Leadership consulted the following sources of information:

1. Feedback received from our Quality Review
2. Formal Assessment information, including ECLAS-2, NYSESLAT, MCLASS, Everyday Math, Fountas and Pinnell and Circle
3. Benchmark Assessment writing and Functions
4. In-depth conversations with groups of teachers and parents, including:
  - Faculty and Grade Conferences
  - Coffee with the Principal Parent Meeting
  - SLT meetings
  - Parent Association Meetings

Based on information gathered through the means listed above, our Qualitative Needs Assessment conducted with staff and parents revealed four key areas that we could improve upon. These areas include: English Language Learners, Social Studies, Writing Character Education.

### **English Language Learners:**

While analyzing our year long data from ECLAS-2, Fountas and Pinnell and Writing assessments, it was found that 90% of our English Language Learners were making gains in Literacy. The remaining 10% of ELL students had made very little progress and were struggling. The data showed that it was not specific to beginning ELL students, but included Intermediate ELL students as well. It was decided

that we needed make ELL gains one of our goals, as well as one of our inquiry team projects. The inquiry goal is going to be to investigate and find out why 10% of our ELL students are not making progress, while our other 90% are making 1.5 years of progress. Our Academic goal for struggling ELL students would be to increase the literacy skills of our struggling ELL students by 1.25 years progress.

#### Social Studies:

While talking with parents and staff about what we do well in our school, it became clear that the one academic subject that lagged behind the others was social studies. Staff conversations revealed that teachers were excited about teaching social studies, but that the obstacle was that there was no clear curricular plan for social studies; our sources for social studies curriculum included Core Knowledge, NYS Scope and Sequence and K-2 Teaching American History Grant. We had horizontal alignment across grades, but we did not have vertical alignment across grades. In addition to not having a school-wide curricular plan, we didn't have common systems in place to assess students in social studies and monitor student growth across the year. It was decided that we needed to make sure that we had to make social studies a goal, and that we would create a school-wide vertically aligned curriculum and assessments to hold ourselves accountable for student progress in social studies.

#### Writing

While analyzing writing assessment data at grade level conferences, it was found that the Developmental Stages of Writing Rubric was not an effective tool for all of the grades. The Developmental Rubric had a strong focus on phonemic awareness and writing conventions. Teachers in First and Second Grade found that this rubric was not useful after a certain point of writing ability. Because the rubric only focused on phonemic awareness and conventions, students that already achieved the highest levels had no clear next step. It was decided that a different writing rubric that would assess growth in the quality of writing had to be adopted for students that maxed out of the Developmental Writing Rubric. It was decided that Second and Third grade students would be the focus of our writing goal because they already have tested out of the Developmental Rubric. Using our newly adopted 6-1 Writing Rubric, our aim is for 75% of our second and third grade students to use rubrics and self-assessment tools to make progress in writing.

#### Character Education:

As an early childhood staff, we are charged with teaching students appropriate socialization skills so that they can learn to get along well with one another. In our second year of operation we were finding that some of our students were having trouble fitting in and working with their peers. We noticed that there were instances of teasing and students being isolated, or self-isolating. We also had some minor instances of hitting, pushing and tantruming. While these issues are common in early childhood, teachers and parents felt very strongly about being proactive to help students cope with their feelings. If we teach children when they are young how to deal with their feelings and how to get along with others, then we can reduce future incidents. Our school wrote and won a Sprint Character Education Grant to address this issue. It was decided that we would purchase and implement the Heartwood Character Education Program. Our goal for the end of the year is to have decreased instances of student aggression and conflict by 50%.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. By June 2011, 80% of English Language Learners will make 1.25 years of growth as measured by the Fountas and Pinnell Reading Assessment.	<input type="checkbox"/> Increase the literacy progress of English Language Learners, with a goal of students making over one year of progress during the year.
<input type="checkbox"/> 2. By June 2011, all grades K-3 will have implemented and aligned a social studies program that includes four formal assessments per year.	<input type="checkbox"/> Develop and implement a social studies curricular program that is aligned across the grades and includes standard measures of student progress.
<input type="checkbox"/> 3. By June 2011, 75% of students in second and third grade will show evidence of having used rubrics and self-assessment tools to improve their writing as demonstrated through writing portfolios.	<input type="checkbox"/> Address quality review feedback by teaching students to monitor their writing progress while developing school-wide tools for discussing writing growth and performance.
<input type="checkbox"/> 4. By June 2011, all students will participate in character development lessons at least 5 periods per month and will demonstrate decreased instances of student aggression/conflict by 50%.	<input type="checkbox"/> We will implement a school wide character education initiative in order to decrease the number of conflicts and aggressive incidents between students.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area** English Language Learners/Literacy  
 (where relevant) :

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>1. By June 2011, 80% of English Language Learners will make 1.25 years of growth as measured by the Fountas and Pinnell Reading Assessment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>  <input type="checkbox"/></p> <p>Meaning Reading Comprehension Program and Making Meaning vocabulary program</p> <ul style="list-style-type: none"> <li>• Provide Extended Day program to all English Language Learners</li> <li>• Develop professional development for classroom teachers, including Jose P training</li> <li>• Use Title III funding (if granted) to develop additional after school opportunities</li> <li>• Identify additional NYSESLAT resources</li> <li>• Include NYSESLAT data when tracking school wide data F+P Growth Trackers</li> <li>• Develop an inquiry team to specifically examine student progress toward this goal</li> <li>• Continue double-dose foundations and double dose guided reading and portfolio work</li> <li>• Implement Earobics intervention program</li> <li>• Use parent coordinator position to ensure additional translated materials as well as workshops for parents/guardians of ELLs</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Hire second ESL teacher (tax levy)  Purchase literacy materials for ELLs, including NYSESLAT preparation materials and literacy software (tax levy, NYSTL software)  AIS Paraprofessional to provide additional interventions (Title I)  Inquiry Team per session (tax levy, supplemented by Title I as needed)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Fountas and Pinnell running records will be implemented five times annually. We anticipate seeing a quarter-year growth in each administration.</p> <p>We will also track growth through analysis of NYSESLAT data or, where relevant, LAB-R data.</p>

**Subject Area**  
(where relevant) :

**Social Studies**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>2. By June 2011, all grades K-3 will have implemented and aligned a social studies program that includes four formal assessments per year.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Classroom: Develop social studies curriculum team responsible for creating a year-long curriculum for each grade and create and plan the four assessments.  Complete the Understanding by Design Templates.  Send teachers to Teaching American History PD summer institute  Identify materials and resources that match the themes and content of the units.</p>

	<p>Create a social studies liaison and social studies inquiry team.</p> <p>Ensure that a Social Studies period will be implemented into classroom at least 2 times a week and will be worked into the flow of the day/week.</p> <p>Address Social Studies in the monthly newsletter and will include parental involvement.</p> <p>Develop partnerships with community and cultural organizations that enhance our social studies program</p> <p>Include class trips related to Social Studies</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Purchase social studies resources/ packages/kits (TL OTPS money)</p> <p>Teacher Social Studies PD, including planning time, Outside PD, Inter-school and Inter-classroom visitations (Title I PD, per-session and per-diem)</p> <p>Inquiry Team (Inquiry team funding if available, TL PD funding)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Assessments will be given at 4 points during the year corresponding to social studies units.</p> <p><input type="checkbox"/></p>

**Subject Area**  
**(where relevant) :**

**Literacy/writing**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. By June 2011, 75% of students in second and third grade will show evidence of having used rubrics and self-assessment tools to improve their writing as demonstrated through writing portfolios.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Provide Professional Development in 6+ 1 writing rubric, including common planning time, Outside PD, Inter-school and Inter-classroom visitations  Hire and train AIS personnel to assist in the implementation of the new writing rubric and to provide targeted small group literacy instruction  Create a writing inquiry team and writing liaison  Provide common planning time for teachers to develop protocols for student self assessment rubrics</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> AIS Teacher (Title I, \$81,000)  Inquiry Team (TL per session)  Writing PD, including per-session planning time, Outside PD, Inter-school and Inter-classroom visitations (C4E contractual services, TL and Title I per diem and per-session)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Monthly on demand writing sample to gauge student progress based on rubric.  Students will self assess their on demand writing.</p>

**Subject Area**  
**(where relevant) :**

**Social/emotional development**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 4. By June 2011, all students will participate in character development lessons at least 5 periods per month and will demonstrate decreased instances of student aggression/conflict by 50%.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Professional Development in Heartwood Institute Program and Morningside Center for Teaching Program        Develop pre-, interim- and post- surveys of student character traits and growth which will be given to 2nd and 3rd grade students and to teachers        Choosing a service learning mini-project and will display their efforts at a Character Education Fair in June.        Align Character Education Program with Literacy and Social Studies wherever applicable        Create Character Education Inquiry Team</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Kits and PD as provided by Sprint Grant</p> <p>Inquiry Team per session (TL inquiry team, TL one-time allocation)</p> <p>C6 position</p> <p>Parent Workshops (Parent coordinator OTPS and Pre-K Social Worker)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Classroom teachers will chart evidence of strong character based on the Character Education Program and collaborative students feedback        School-wide charts will be displayed in the lobby to show trends in student behavior</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	5	N/A	N/A	3		1	
1	18	12	N/A	N/A	3		1	
2	12	6	N/A	N/A	1			
3	6	6	N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/> The Foundations Program is used to build print knowledge, alphabet awareness, phonological awareness, while also focusing on spelling, handwriting and speaking and listening skills. Foundations will be used as Tier I during the school day and as a reading intervention for students at risk in Kindergarten, First and Second Grade during a Double Dose session. The Double Dose for those identified as at risk will be provided in small groups during our extended day program.</p> <p>Great Leaps is used for drill and practice for reading fluency. Great Leaps will be used one-to-one during the school day. Great Leaps will be used in grades one, two and three for students at risk and need additional support with reading fluency.</p> <p>Earobics provides a research based, comprehensive reading intervention program that helps improve reading skills. Earobics will be used as a Tier 2 and Tier 3 intervention. For Tier 2 it will incorporate targeted, in-depth intervention services to increase students' skills. For Tier 3 interventions it will be used to focus on intensive, individual intervention to help students achieve specific skill targets. Earobics will be used during the day as part of the AIS program and during extended day as needed. It will be provided to students identified as at risk in small groups and one-to-one instruction.</p> <p>In addition, there are two designated AIS personnel who will provide at risk intervention services. The teachers will use a combination of the AIS programs listed above as well as small group and one-to-one differentiated support during reading and writing workshop and extended day.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> <input type="checkbox"/> Everyday Math Intervention: All students at risk receive small group and one-to-one differentiated instruction during math workshop. On Fridays, classroom teachers have a review/intervention period addressed in their planning to work with groups of students in need of remediation or enrichment. Everyday Math Games are drilled exercises aimed primarily at building fact and operation skills across the grades. Through the use of technology, Everyday Math Games are used during the school day and extended day for targeted groups of</p>

	students. The Everyday Math Games are used in both small groups and one-on one or two on one.
<b>Science:</b>	<input type="checkbox"/> All students at risk receive small group and one-to-one differentiated support during science workshop.
<b>Social Studies:</b>	<input type="checkbox"/> <input type="checkbox"/> All students at risk receive small group and one-to-one differentiated support during science workshop. In addition, one inquiry team's focus this year is on social studies curriculum and lesson development to address the needs of all students, especially at risk students in the classroom.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <input type="checkbox"/> Students are seen either individually or in groups by our part-time guidance counselor. Children are taught strategies to increase their time on task, manage anger and frustration, and other strategies on an as-needed basis. The counselor will support the students and their families. Guidance Counselor visits classrooms to observe students at risk, to assist PPT team and teachers in developing individualized intervention plans.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> N/A
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> <input type="checkbox"/> The Social Worker meets with families to inform them of available community resources on an as-needed basis. She also will provide bilingual counseling when needed. The social worker will observe students at risk and assist PPT team and teachers in developing intervention plans to help support students.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**Our program will serve first, second, and third grade ELL students.**

**Number of Students to be Served:**

**LEP Depending on the response; Our program will serve 25-50 ELL students.**

**Non-LEP The allocated title III money will not be used to support non-LEP students.**

**Number of Teachers Our program will be executed by 2-3 teachers depending on the student response.**

**Other Staff (Specify) Other staff will not be incorporated in this title III program.**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our proposed program will emphasize literacy and language acquisition through the interaction and exploration of core-academic content, centered around 4-5 Saturday trips. We hope to serve 25-50 ELL students (depending on response) in the first, second, and third grades. The curriculum will be developed and taught in English and utilize language acquisition strategies in all content areas to help further develop a foundation in speaking, listening, reading and writing. Bilingual resources and translated materials will be provided for parents so that they may take a meaningful role in their child's extracurricular enrichment. Students will participate in one monthly trip (4-5 total), with caregivers, related to the content being taught in our schools curriculum. This program will last 6 months: beginning in December and ending in May. Instruction of this trip will be provided by 2-3 staff members who hold Bilingual/ESL certifications (depending on response). Discovery/Inquiry based learning that incorporates hands on projects and exposure to content through differentiated experiences, such as trips and projects, has been shown to contribute to increased language acquisition for ELLs and provide a more meaningful encounter with content and curriculum. Parents will become a vital component of this program and be encouraged to participate in research based projects and monthly trips. Translated materials and bilingual resources will ensure parents have a meaningful and involved role.

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff involved in administration of this program will be apart of an on-going, in-house, professional development team to research trip locations and develop effective strategies and tools to measure success in our student's language acquisition.

**Section III. Title III Budget**

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**School: P.S. 306 NYC Academy for Discovery**  
**BEDS Code: 342700010306**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted</b>	<b>Explanation of expenditures in this category as it relates to the</b>

	<b>Amount</b>	<b>program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	6,000	<input type="checkbox"/> Budget projects estimated cost of 2-3 teachers at \$41.98 an hour per individual, for transportation and hours related to trip implementation and supervision.
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1500	<input type="checkbox"/> Bilingual resources, translation materials, supplemental home activities.
<b>Educational Software (Object Code 199)</b>	4500	<input type="checkbox"/> Supplemental software to enhance ELL language aquisition: Imagine Learning Software.
<b>Travel</b>	3,000	<input type="checkbox"/> Expense projected for cost of student/parent metro-cards and admission fees for 5-6 trips.
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>6000</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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

The main source of data used to gather the oral and written language preference of parents at PS 306 is the Home Language Identification Survey (HLIS). The HLIS translated for parents in their preferred language. Every newly admitted child is reported to the ESL staff and their home language survey is scanned for the language indicators outlined in the 2010-2011 LAB-R testing memo. Any HLIS that meets the testing indicators or remains unclear is then followed up with a one on one interview to clarify or confirm the results. If there are discrepancies due to an incomplete HLIS, the parent is contacted and interviewed in person for more information so that the school can accurately communicate with parents in the language they most prefer.

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

PS 306 Q has a population of 324 students. The dominant language is English, then Spanish, there are also many other languages such as Mandarin, Chinese, Bengali and Tagalog spoken by a percentage of the school. On file, there are 110 parents who prefer to receive written communication in a language other than English. This list was distributed to all teachers to ensure that all notes home or memos or any other forms of written communication are given in the language requested. Although each teacher may be unable to communicate orally with parents in the language they may prefer, PS 306 has several staff members who serve as on-site translators. In addition our school utilizes the DOE translation and interpretation unit for any languages our staff can not provide translation for.

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Currently written translations services are provided by the staff, since several members of the staff are proficient in Spanish, which is the dominant language being requested for written communication. In addition our school also has access to Tranducelo Ahora translation software to assist in the translation of emails and webpages to Spanish. There is a strong parent partnership due to a well organized PA and school leadership team. When available, these parents volunteer to assist in translating written communication.

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

PS 306 will utilize translation and interpretation service provided by DOE, if needed. However, several staff members are Spanish speakers. This is important because the majority of the parents requesting oral communication in a language other than English are requesting it in Spanish. There is no immediate need for an outside contractor since added to the Spanish proficiency of our staff is the pool of parents who readily volunteer their time to assist as translators. In addition, our school also has access to Tranducelo Ahora translation software to assist in the translation of emails and webpages to Spanish.

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

Our goal is to ensure timely provision of translated documents and oral interpretation services to parents determined to be in need of language assistance. When we are unable to provide written translation in-house, we will complete and submit the Translation Request Form along with the document to be translated one week prior to the date of distribution of the document.

In order to provide oral interpretation services, we have employed a bilingual school aides and a bilingual secretary and a bilingual parent coordinator. When these volunteers are unavailable, or when we have a need for interpretation in other languages, we will utilize the over-the-phone service at (718)752-7373 (Ext. 4) when the need to contact a parent arises, or when a parent visits the school for a meeting with the teacher or the administration. When there is a need for on-site interpretation services, we will complete and submit an Interpretation Request Form as soon as the event has been scheduled. Our ESL Teachers, Laura Curiale and Kerry Maguire, will be responsible for ensuring that translation and interpretation services have been arranged. They will also notify parents of their right to translation and interpretation services. Feedback from parents and increased parental involvement will inform PS 306 staff of its success in providing language assistance to parents and the effectiveness of strategies utilized to engage parents in the school community.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	134,228	9471	9471
2. Enter the anticipated 1% set-aside for Parent Involvement:	1342		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6711	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13423	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

NA

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Public School P.S. 306 Q  
The New York City Academy for Discovery

### PARENTAL INVOLVEMENT PLAN

Vision:

It is our wish to create a safe and nurturing environment, one that stimulates and encourages learning and discovery, where activities that are developed are appropriate for primary age youngsters and are utilized effectively to encourage success and learning. We understand that parents are essential ingredient to this formula. We encourage family/school collaboration to improve student achievement.

Our school is committed to have our parents as partners in regular two-way and meaningful communication involving student academic learning and other school activities. To ensure that our parents act as partners our school will provide:

A welcoming environment

- a. Signs, notices, informative parent bulletin boards translated into different languages
- b. Calendar of events sent home and displayed on parent bulletin board
- c. Visitors and callers are greeted politely and can easily get information in English or their Native Language

- d. Administrators, Teachers and Staff are accessible

#### Programs and activities to engage families in improving student achievement

- Parent Workshops/ events are offered to help students achieve both in the classroom and at home such as *Family Literacy Night, Math Games Night, Science Night, Multi-cultural Night, Winter Wonderland, Go-Green Night, Family BBQ, Movie and PJs Night, Book-It, Science Fair, Family 15<sup>th</sup>*.
- Current work is displayed throughout the building enabling visitors to understand what is happening in the classroom
- Teachers send home monthly newsletters to keep parents informed as to what their children are learning and promote high standards
- Enrichment activities such as Music Concerts, Art Exhibits, Dance Performances allow parents to celebrate their child's achievements, curriculum night, coffee with the principal.

#### Strong relationships between teachers and families

- Parent orientations for all grades
- Translators made available
- Back to School, Family 15<sup>th</sup>, Go Green Night, Parent-Teacher Conferences, Progress Reports and Report Cards keep the lines of communication open between parents and the school, curriculum night.
- Weekly/Monthly parent newsletters informing parents of weekly academic class goals
- Monthly cluster newsletter to inform parents of Music, Drama and Science Instruction
- Parents encouraged to accompany students on class trips

- Parents are invited to come in and celebrate students' writing projects
- Classroom Observation during Open School Week

#### Opportunities for families to develop their skills, self-confidence and contacts

- Pre-K Social worker conducts workshops on Nutrition, Asthma, Personal Finance, Health Care, Parenting, etc.
- School Leadership Team
- Learning Leaders
- Parent Learning Environment Survey, Planning and Organizing Events: *Family Literacy Night, Math Games Night, Science Night, Multi-cultural Night, Winter Wonderland, Go-Green Night, Family BBQ, Movie and PJs Night, Book-It, Science Fair, Family 15<sup>th</sup>.*
- Monthly PA meetings
- ParentCoordinator workshops

#### Professional Development for families and staff on how to work together effectively

- Teachers attend meetings, workshops and read literature on how to understand families from diverse cultural backgrounds
- School reaches out to identify and bring in community resources that can assist staff and families such as Principal for a Day, local government officials
- Family literacy night, math and science night, going green night.
- SLT city-wide training

This policy was compiled by a committee of parents, teachers and administrators and will be reviewed every year, updated and revised as needed.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Public School P.S. 306 Q

The New York City Academy for Discovery

### SCHOOL-PARENT COMPACT

P.S. 306 Q, The New York City Academy for Discovery, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESCEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

P.S. 306 Q, The New York City Academy for Discovery will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

We use the Everyday Math Program in grades Pre-K through Third grade. We teach Literacy following the Balanced Literacy approach, integrating Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Shared Writing, Interactive writing, Making Meaning, and Being a Writer Writing Workshop to allow students to develop their literacy skills. These programs and approaches support all learning styles and levels of development. We provide ESL services for English Language Learners through the use of certified ESL teachers. Our school provides ESL services using pull-out, push-in and content area integration in Science. We follow the CR Part 154 Mandates/ No Child Left Behind guidelines. All lessons are standard based following the NYS standards, and all students are held accountable for working towards meeting or exceeding these standards. In addition we use data to identify struggling students and we provide SETSS and AIS programs to help provide support.

2. Hold parent-teacher conferences at least two times a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in mid-November 2009 in both the afternoon and evening as well as in mid-March 2010, both afternoon and evening.
3. Provide parents with frequent reports on their child's progress. Report cards will be sent home three times per year (November, March, June). Periodic Assessment results in both Math and Literacy will be sent home between Report Card cycles to keep parents informed of their child's progress. Parents will have the opportunity to review the portfolios of student work during Parent Teacher Conferences and upon request.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Back to School Night, Parent Teacher Conferences, and parents may also meet with teachers upon request as needed. In addition, through Parent Association meetings, orientation meetings, curriculum letters, ongoing conferences between teachers, administrators, and parents, curriculum area workshops and a monthly calendar of special events and reminders.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can train to become Learning Leader volunteers and help in the classroom or around the school as needed, or they can accompany their child's class on class trips as a volunteer assisting the teacher. In mid-November, Open School Week provides an opportunity to visit their child's classroom to observe classroom activities. Parents are also encouraged to attend monthly Attendance Assemblies, student performances, writing celebrations and monthly Open school days called Family 15.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy and involve parents in the joint development of the School wide Program, in an organized, ongoing, and timely way. The School Leadership Team currently consists of 50% parent participation. The team meets once a month to discuss school concerns and progress. Our Parent Coordinator provides parent workshops and meetings to encourage and facilitate parental involvement. Parent Association meetings take place monthly where school policies and parental involvement events are discussed. The Parent's Association Board also meets quarterly with the Principal to discuss PA and school policies.
7. Hold an annual meeting to inform parents of the school's participation in Title I.
8. On the request of parents, we provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

## Parent Responsibilities

We, as parents, will support our child's learning in the following ways:

- Monitoring attendance and punctuality
- Making sure that homework is completed
- Monitoring amount of television our children watch
- Participating, as appropriate, in decisions relating to my child's education
- Check for daily/weekly notices every day in your child folder and events on the monthly calendar
- Schedule appointments with the teacher or principal if necessary
- Participating in workshops, meetings and activities sponsored by the school
- Volunteering a minimum of 3 hrs. during the school year during a variety of school events/routines: recess, lunch, evening events,
- Parent Dues
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as the School Leadership Team or the Parent Association
- Serving and volunteering, to the extent possible, as Learning Leaders, or sharing a special talent or trade that may help the education of your child and the school.

## Student Responsibilities – Grades K – 3

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do your homework everyday and ask for help when needed
- Read at least 30 minutes everyday outside of school time.
- Take information and notices home daily
- Be respectful of others, their belongings and school property

□

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please see the needs assessment description in part IV of the CEP document.

Additionally, teachers assess student performance through both formal and informal assessment. These assessments include teacher observations, running records, Fountas and Pinnell benchmark assessments, checklists, and the ECLAS-2 assessment.

In mathematics, students are assessed using Everyday Math Assessments as well as Acuity assessments in grades 2-3. This assessment information is used to inform our instructional cabinet of schoolwide academic needs.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Please see the goals and action plans related to social studies, literacy development of ELLs, and writing. Additionally, teachers will provide differentiated instruction for all students to meet the state's proficient and advanced levels of student achievement based on data from analyzing periodic assessments. Instruction will be provide through whole-class, small-group, and individual methods. Additionally, we have a special education teacher and an AIS teacher with literacy certification whose primary roles are to provide differentiated instruction targeted toward student needs.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We are currently using our extended-day program to provide 150 minutes of additional time to targeted groups of students. Also, we have developed a clubs program before and after school. These clubs provide additional support to our students.

- o Help provide an enriched and accelerated curriculum.

- All programs used provide opportunities to differentiate and accelerate curriculum as needed. Additionally, our science program provides additional enrichment, as do our service-learning opportunities.

- o Meet the educational needs of historically underserved populations.

- All of our programs are designed to meet the needs of historically underserved populations, including those in poverty and English Language Learners.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Schoolwide programs which provide opportunities for all students to meet the state's proficient and advanced levels of academic achievement include Foundations, Guided Reading intervention, and differentiation in Everyday Math. In order to meet the social-emotional needs of children who are not meeting academic expectations, we provide at-risk counseling and socialization groups for students when needed. Additionally, all teachers participate in an inquiry team, where they focus on developing and refining strategies to best meet the needs of targeted populations.

- o Are consistent with and are designed to implement State and local improvement, if any.

- Our reform strategies are aligned with the principles of the DOE's Children First initiative.

### 3. Instruction by highly qualified staff.

- 100% of our teachers are considered highly qualified.  Funds have been set aside to ensure that all teachers are highly qualified. This money will be used for tuition reimbursement as needed.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers receive weekly professional development through the use of the Professional Learning Community period built into our schedule. Direct professional development is also delivered through our CFN network. Off-site professional development includes workshops from the Office of Early Childhood, as well as opportunities provided by our Children First Network. The principal receives professional development through the Children First Network and New Leaders for New Schools.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our school has established effective recruitment strategies which have resulted in over 100 applicants for every teaching vacancy. These applicants are subjected to a multi-step interview process which evaluates their qualifications and experience in order to identify applicants who will best serve our neediest students.

6. Strategies to increase parental involvement through means such as family literacy services.

Parents are involved on the School Leadership Team and comprise half of the team's membership. Issues involving the quality of education are discussed and parents are involved in decision-making. In addition, parents are encouraged to be involved through parent workshops and our partnership with the Learning Leaders program. We have also developed systems for translating documents into other languages to increase families' understanding of documents distributed. We have also developed a "Family 15th" program where parents and guardians are invited to participate in class once per month in order to better understand instructional techniques used by the teacher. This year our school has hired a parent coordinator who is charged with serving as a liaison between the school and parents. She is responsible for leading parent workshops.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our Pre-K teachers work closely with our Kindergarten teachers to ensure that the transition between programs is smooth and addresses students' individual needs. Additionally, we provide an orientation every spring for students and their families so that they can visit the school and receive information about our instructional program. Additionally, our school year begins with a modified schedule to encourage students' easy transition to the kindergarten program.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through participation in our school's inquiry teams, instructional cabinet, and School Leadership Team, teachers collaborate with school leaders and use assessment data to make decisions about purchasing instructional materials to improve the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our at-risk students are identified through both formal and informal assessments. Classroom teachers use ongoing assessments to help drive instruction for all students, including at-risk students. This enables students who experience difficulty mastering the state standards to receive differentiated instruction. Based on data results, students are identified to receive Extended Day services and other tier II services such as Double Dose Foundations and Great Leaps. Additionally, our inquiry teams are used to expand teachers' instructional strategies for at-risk students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school works in conjunction with DOE departments as well as other agencies and services to provide supplemental program as needed.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>i.e.</i> , Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool ( <i>Refer to Galaxy for school allocation amounts</i> )	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Tax Levy	Local	Yes			1493908	True	1, 2, 3, 4
Title I, Part A (Basic)	Federal	Yes			112752	True	1, 2, 3, 4
Title I, Part A (ARRA)					9376	True	1, 2, 3, 4

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<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 12 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Title I set-aside funds will be used to provide children with academic programs and educational support services and basic supplies. Funds will also be used for parental involvement and outreach efforts to identify students in temporary housing in order to help them access school programs.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_27Q306\_103110-185128.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster	District <b>27</b>	School Number <b>306</b>	School Name <b>P.S. 306 NYC Academy</b>
Principal <b>Jennifer Flandro</b>	Assistant Principal <b>N/A</b>		
Coach	Coach		
Teacher/Subject Area <b>Laura Curiale/ ESL</b>	Guidance Counselor <b>Dina Benzaquen</b>		
Teacher/Subject Area <b>Kerry Maguire/ESL</b>	Parent		
Teacher/Subject Area <b>Julie Moritz/ESL</b>	Parent Coordinator <b>Yolanda Sandoval</b>		
Related Service Provider	Other		
Network Leader	Other		

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>324</b>	Total Number of ELLs	<b>53</b>	ELLs as Share of Total Student Population (%)	<b>16.36%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

**Part II: ELL Identification Process**

Our school follows the routine system of ELL identification beginning with the administration of the Home Language Identification Survey (HLIS) to every incoming student who is new to the DOE. The HLIS is administered by a trained pedagogue who uses the oral interview in English or the native language to determine LAB-R eligibility. The staff members who currently administer the HLIS screening and LAB-R are our ESL teachers: Laura Curiale and Kerry Maguire. Once a student is identified as LAB-R eligible that student is administered the assessment within 10 days of admission. Additionally if that student's dominant language is determined to be Spanish, the Spanish LAB will also be administered. Results of the LAB-R determine student eligibility with our ESL program. Once a student is identified as an ELL by the aforementioned process, and parent choice of programming is initiated through the use of entitlement letters, parent surveys, and outreach from our parent coordinator, that student will immediately begin receiving instruction with our ESL program consistent with mandated minutes based on data results of the student's language level of beginner, intermediate or advanced. This instruction culminates with the annual assessment for all ELL students within our population: the NYSESLAT exam. Over the course of the required testing period ELL students will be administered all sections of the NYSESLAT exam consistent with ELL testing procedures. During the testing window all documents will be stored in a safe and secure location available only mandated staff. Once testing data is submitted and returned by the state the subsequent school year, data will be analyzed and used in an effort to continually support our ELL population through targeted instruction.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →)														0

75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	2	2	2										9
<b>Total</b>	3	2	2	2	0	0	0	0	0	0	0	0	0	9

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups						
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)		51	Special Education	12
SIFE	0	ELLs receiving service 4-6 years		4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	53	0	12	0	0	0	0	0	0	53
<b>Total</b>	<b>53</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>53</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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																
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	12	11	5										48
Chinese														0
Russian														0
Bengali	1	1	1											3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other		1	1											2
<b>TOTAL</b>	<b>21</b>	<b>14</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>53</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

### Part III: Programming and Scheduling Information

#### Program Model Description

PS 306 has a free-standing ESL program. Our certified ESL teachers provide instruction to ELLs. The program fully serves all eligible students. The ESL teachers implement ESL methodologies that support language development in listening, speaking, reading and writing for early childhood students. ESL students are regrouped in the ESL classroom at designated times based on their proficiency levels. The ESL teachers work in partnership with the classroom teachers to support content specific ESL instruction that aligns with classroom activities and curriculum goals.

#### Programming and Scheduling Information

Schedules are coordinated with classroom teacher support to insure that movement throughout the course of the day is efficient and adheres to mandated minutes allocated to each ELL student based on language level: beginner and intermediate ELLs receive 360 minutes a week of ESL instruction broken down into eight periods and Advanced ELLs receive 180 minutes of ESL instruction broken down into four periods. Student language levels listed below are based on LAB-R/NYSESLAT results and designated as beginner (B), intermediate (I) or advanced (A).

Plans for SIFE  
Not applicable

Plans for Long Term ELLs  
Not applicable

Plans for Newcomers

We welcome and embrace newcomers by placing them in a setting that is nurturing and allows them to have a successful transition in the academic environment. Students are grouped appropriately with other students who are not only on their level but students who are able to encourage and support them in acquiring the English language. Our ability to measure a ELL's strengths and weaknesses and assist even before they enter the school is contingent on NYSESLAT data. Once a newcomer is identified as having a NYSESLAT score, raw score analysis would allow us to target strategies appropriate for that student's language level in the areas of listening/speaking and reading/writing. In every case, once a student arrives at the school initial assessments will be given promptly and appropriately used to ascertain ability. ELA instructors and the ESL teacher will collaborate periodically throughout the year to ensure that the special needs of each ELL is being addressed and met in the general education classroom setting. The work being done for the ELA is supplemented by the ESL teacher to make sure that it is accessible for our ELL's regardless of their language proficiency level or years of experience.

**Plans for alternative placement in Special Education**

Consideration for placement in Special Education is an exceptionally serious matter. This requires long term monitoring and documentation process to collect a pattern of behavior. A plan with several AIS services and the use of diverse strategies in the classroom needs to be created and implemented to ensure that students are provided many opportunities to demonstrate what they know and can do.

**Transition plans for students reaching proficiency**

For students who are transitioning out of ESL, support is important. It is necessary for the classroom teacher to conference with the ESL teacher to ensure that the child is being fully supported this may include the ESL teacher continuing to serve the student or pushing into the classroom. Teacher planning and communication between the classroom teacher and the ESL teacher about the progress of the student will determine the best way to support the student for their next two years. In every case students are supported when they transition from one school level to another by using information from constant data supervision to inform staff working with that child of educational targets. In addition our staff is accustomed to setting rigorous goals to push students beyond the expected level, thereby giving them a head start.

**CR Part 154 Mandates**

As with the chancellors regulations we have ensured that our programs are in compliance with Part 154 to ensure that "no child is left behind." The LAP team will monitor student progress. Students work with appropriate materials facilitated through school funding. The ESL classroom is a print rich environment. Students benefit from constant staff support and guidance to ensure maximum success. ELL's continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programs including visuals arts, science, dramatic arts, physical education, and after-school programming.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

#### Part III: Programming and Scheduling Information

##### Program Model Description

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##### Programming and Scheduling Information

Schedules are coordinated with classroom teacher support to insure that movement throughout the course of the day is efficient and adheres to mandated minutes allocated to each ELL student based on language level: beginner and intermediate ELLs receive 360 minutes a week of ESL instruction broken down into eight periods and Advanced ELLs receive 180 minutes of ESL instruction broken down into four periods. Student language levels listed below are based on LAB-R/NYSESLAT results and designated as beginner (B), intermediate (I) or advanced (A). The breakdown of an ESL class pull out period consists of three core sections: sight-words/phonics/vocabulary building during the first fifteen minutes, a scaffolded workshop model style mini-lesson that encompasses literacy strategies with ELL consideration during the next ten minutes, and rotating, guided reading/writing groups paired with independent reading/writing during the last twenty minutes.

Plans for SIFE  
Not applicable

Plans for Long Term ELLs  
Not applicable

Plans for Newcomers

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CR Part 154 Mandates

As with the chancellors regulations we have ensured that our programs are in compliance with Part 154 to ensure that "no child is left behind." The LAP team will monitor student progress. Students work with appropriate materials facilitated through school funding. The ESL classroom is a print rich environment. Students benefit from constant staff support and guidance to ensure maximum success. ELL's continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programs including visuals arts, science, dramatic arts, physical education, and after-school programming.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

**Professional Development and Support for School Staff**

Professional development is an important component of school activities. Teachers meet weekly to plan, discuss student progress and examine student work. In addition, key information about ELLs is shared to strengthen and support student learning. Common branch teachers, paraprofessionals, special education teachers and our ESL specialist meet for monthly planning sessions to discuss strategies that are most effective in supporting ELLs and share their experiences. In consultation with our ESL specialist, our teachers will receive the required amount of professional development hours (a minimum of 7.5 hours) designated to their license. This professional development schedule will address ESL strategies through Jose P training and will be conducted by the ESL licensed school teacher. These workshops are given to common branch, paraprofessionals, special education teachers, and guidance counselors. In addition, professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal setting initiatives for strategic instruction. Specifically, these workshops focus on the score conversion results that specify the range of ability within speaking, listening, reading and writing designated to each ESL student. Professional development is tracked by attendance sign in sheets and make up sessions are made readily available in the event of a staff member's absence.

**E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

**Parent Involvement**

**Trend in Parent Choice Letters**

During the course of the school year parents will have numerous opportunities to become aware of the three programs available for English Language Learners: Transitional Bilingual, Dual Language and Free Standing ESL. Notification of the ELL's program options is made available to parents of ELL's through entitlement letters, parent surveys and program selection forms sent home to family members in their native language. Parents are then invited to an orientation that utilizes translated DOE resources to help parents identify and choose their program preference. This process is conducted in a timely and professional manner utilizing timelines and alternative forms of communication such as notification one-on one or by phone to ensure parent involvement. Transfer options are made available to parents if the program of their choosing is not readily available at our facility.

Parent Choice Letters were sent home to parents along with a letters informing them about the Parent Orientation meeting once this year. Parent letters were sent home informing parents of their child's Lab-R score and qualification for language services. Letters sent home were translated in the native language of the parent and indicated a clear time and date of the meeting regarding their child's placement, which was also conducted in the parent's native language.

Parents are provided an opportunity to transfer to schools where the programs are offered or to choose to remain at PS 306 Q in the ESL program, as at this time the school is only able to offer ESL services and does not have sufficient interest to justify the addition of a TBE program.

In the past our parent trends have indicated a desire for a Free Standing ESL program. Currently no trends have been apparent indicating the need for transitional bilingual services. A second round of parent choice letters will be sent to parents of any new students and those students for whom a response is not on file to obtain further information.

**Parent Involvement and Resources**

All parents in our school are invited to become an active part of the community, including parents of ELL students. This information is made accessible to all families through translated materials sent home and visible throughout the school. Parents are invited to come every 15th of the month and observe their child in their learning environment first hand. The school has also hosted events such as coffee and cake with the

principal, family holiday nights, school performances and fundraisers focused on parent participation. Our school also boasts a very active parent association and has several school leadership team parent members who contribute to planning and goal-setting for the school. The active participation of parents at these events allows us to open communication and address and supplement parent concerns and needs proactively. Letters home and surveys are also utilized to obtain parent input for those who are unable to attend.

In addition we have accepted an opportunity to spearhead a translation program entitled Tranducelo Ahora to assist in translation services. This program serves to make materials Spanish speaking parents of ELL's access through computers quickly and clearly available in their native language. Program features include, but not limited to the translation of flyers, homework packet instructions, emails and web-pages. This program would allow us clearer communication with the parents of a majority of our ELL's to help us better understand and address their needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	1											4
Intermediate(I)	2	8	7	1										18
Advanced (A)	19	4	5	4										32
Total	22	14	13	5	0	0	0	0	0	0	0	0	0	54

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

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

NYS ELA						
Grade	Level 1		Level 2	Level 3	Level 4	Total
8						0
NYSAA Bilingual Spe Ed						0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Data

### Explicit ESL Instruction

ESL instruction is a culmination of methodologies used to increase the four areas of proficiency: speaking, listening, reading and writing. Each student is seen as an individual with an individual history and style for language acquisition. The students are addressed in a one to one tutorial, partner and small group settings in order to enrich their experience. In addition, instruction is conducted using heavy scaffolding and differentiation within both literacy and content specific areas to ensure greater comprehension. Students are provided grade as well as ESL proficiency appropriate materials. Instructional materials are as diversified as our curriculum and include a variety of print and technological resources used to target comprehension from all angles. Print resource includes high frequency readers created specifically for our ELL's to increase fluency and leveled libraries including bilingual books and picture dictionaries. Our technological resources include smart boards, computer software, and listening centers. In addition, students are given the opportunity to converse with one another in meaningful and realistic activities, in order to foster both academic growth and self-confidence. The breakdown of an ESL class period consists of three core sections: sight-words/phonics/vocabulary building during the first fifteen minutes, a scaffolded workshop model style mini-lesson that encompasses literacy strategies with ELL consideration during the next ten minutes, and rotating, guided reading/writing groups paired with independent reading/writing during the last twenty minutes.

### Explicit ELA Instruction

ELA instructors and the ESL teachers will collaborate periodically throughout the year to ensure that the special needs of each ELL is being addressed and met in the general education classroom setting. The work being done for the ELA is supplemented by the ESL teachers to make sure that it is accessible for our ELL's. ELA instruction focuses on the workshop model style and teachers use ELL strategies within that lesson to help enhance comprehension for ELL's. Our school utilizes the ECLAS-2 and Fountas and Pinnell running records as measures of early literacy skills so we can focus instruction appropriately. The ECLAS-2 measure multiple early literacy area for consideration such as phonemic awareness, phonics and reading and oral expression. The ECLAS-2 allows us access to grade summaries, which can be organized by specific early literacy skills to help us organize and analyze data and find trends.

### Explicit NLA Instruction

We recognize that NLA proficiency promotes self-confidence and success in learning a second language and supplement this knowledge by utilizing bilingual books and attention to cognates to provide additional native language support. We are currently creating initiatives to develop NLA in the content areas such as art, gym and technology.

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	New York City Academy for Discovery						
<b>District:</b>	27	<b>DBN:</b>	27Q306	<b>School</b>		342700010306	

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4		8	12	
	1	v	5		9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	53	36	36				NR
Kindergarten	68	84	88				
Grade 1	19	77	80	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	27	85	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	30			77.9	86.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0			85.1	83.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0			1	14
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	140	225	321	(As of October 31)	2007-08	2008-09	2009-10
						0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	12	13	Principal Suspensions		0	7
# in Collaborative Team Teaching (CTT) Classes	10	7	18	Superintendent Suspensions		0	1
Number all others	2	3	7				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	21	42	TBD	Number of Teachers		11	16
# ELLs with IEPs	2	4	TBD	Number of Administrators and Other Professionals		2	2
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		4	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	0	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		18.2	37.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		82.0	87.5
American Indian or Alaska Native	0.0	0.0	0.6	% core classes taught by "highly qualified" teachers		90.9	100.0
Black or African American	7.9	8.9	6.9				
Hispanic or Latino	54.3	62.7	71.3				
Asian or Native Hawaiian/Other Pacific	10.0	12.4	14.3				
White	4.3	4.9	5.0				
<b>Male</b>	47.9	48.9	52.6				
<b>Female</b>	52.1	51.1	47.4				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v					
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	-	-					
<b>Student groups making</b>	<b>1</b>	<b>1</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR			<b>Overall Evaluation:</b>	WD		
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	WD		
School Environment: <i>(Comprises 15% of the</i>				Quality Statement 2: Plan and Set Goals	WD		
School Performance: <i>(Comprises 25% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals	WD		
Student Progress: <i>(Comprises 60% of the</i>				Quality Statement 4: Align Capacity Building to Goals	P		
Additional Credit:				Quality Statement 5: Monitor and Revise	WD		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)