



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 185 EARLY CHILDHOOD DESIGN AND DISCOVERY MAGNET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER : 03M185)

PRINCIPAL: JANE MURPHY EMAIL: JMURPHY32@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. ESTHER FRIEDMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

SIGNATURES ON FILE AT THE SCHOOL

Name	Position and Constituent Group Represented	Signature
Jane Murphy	*Principal or Designee	
Toy Dawkins Giles	*UFT Chapter Leader or Designee	
Florence Gayagoy	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Trina Miller	Member/Parent	
Sandra Andrades	Member/Parent	
Lillie Edmondson	Member/Parent	
Ursulina Santiago	Member/Parent	
Renee Nicholls	Member/Teacher/Chairperson	
Jocelyn M. Phillips	Member/Teacher	
Veronica McCutchen	Member/Teacher	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal # 1

To increase reading proficiency of students across grades K-2.

By June 2012, 75% of students in grades K-2 will be reading at or above the end of grade benchmark.

Comprehensive needs assessment

Last year, one of our goals was to develop systems for supporting students who were performing “significantly below grade level” or “Level I”. In June, school wide reading data taken from Teacher’s College reading level progression indicated our work had reduced Level I’s from the previous year, however similarly to the NYSTP for ELA where the median reading score was also improved, most students were still reading at ‘approaching’ proficient levels.

We identified this goal based on analysis of school wide data including:

- Teachers’ College (TC) assessment data for grades K, 1, and 2, looking particularly at rates of progress within each grade and final assessment levels of students within each grade.
- NySTART data: Third Grade NYSTP/ELA item analysis for INFORMATION AND UNDERSTANDING and LITERARY RESPONSE AND EXPRESSION and CRITICAL ANALYSIS AND EVALUATION

Analysis of the TC data school wide data for last year yielded the following:

Grade K: Overall proficiency of students (65 total) in grade K in June 2011: 55%

Grade 1: Overall proficiency of students (55 students) in grade 1 in June 2011: 73%

Grade 2: Overall proficiency of students (63 total) in grade 2 in June 2011: 71%

Analysis of the previous years’ TC data yielded similar patterns. Using this data, we determined:

- We can trace the reading proficiency deficit to kindergarten. First graders made significant gains, and second graders maintained the proficiency gains.

Analysis of the ELA for assessment data for school year 2010 – 2010:

- We note that third graders that 25% of students were attained proficiency levels as measured by the Spring 2011 ELA state exam. Students performed consistently low on strands that measured main idea/authors purpose across information and literary passages.

This data supports the TC findings. We posit that students in first, second and third grade are not able to get to grade-appropriate higher order thinking skills in reading because they working to ‘catch up’ on earlier fluency and comprehension skills that

This goal has additional implications for the instruction in our Prekindergarten classes, which are additionally being addressed.

Instructional strategies/activities

The following researched-based instructional strategies and activities will be used to achieve this goal:

- a) September – Students will attend a supplemental 40 minute session three days per week as part of the Extended Day program. Additional staff has been assigned to work each grade students for these supplemental instructional periods using the Foundations ‘Double Dose’ program. strategies/activities that encompass the needs of identified student subgroups
- b) October – June A minimum of two teachers will be present to provide small group instruction in each classroom for reading each school day.
September – October 2011: The AIS staff and classroom teachers will identify potential struggling readers in each class and write Tier I and Tier II AIS goals for them. These goals are monitored daily through guided reading and conferring. The goals are assessed and updated every 6-8 weeks.
- c) November/ January, March and May: TC assessments completed for all students. Assessment data is analyzed by class and for the grade in grade team meeting at the conclusion of the assessment period. Adjustments to individual student reading programs are made as needed.
- d) October 2011 February 2012 May 2012: Parents/Guardians receive supplemental reading reports with current performance information, expectations and suggestions for work at home (standard progress reports are in November, March and June).
- e) September – June Reading instruction is differentiated in all classes. Because comprehension (main idea) has been identified as a area of need (see analysis of ELA data) staff and other resources used to implement these strategies/activities, Kindergarten students engage in an additional assessment of their ability to derive the meaning from what they read through our Emergent Reading program before they begin work with leveled readers. Students who demonstrate proficiency in this are moved into guided reading groups for their appropriate reading level.
- f) October – June Thursdays, 2:20 – 3:00 All teachers meet in grade teams to review student data on reading progress and instructional strategies in Inquiry Process.
- g) June 2011: Final analysis of Teachers College Record of Reading Progress will be completed by teachers and administrators at a grade team meeting. Results will be presented to the school community via the website and a published newsletter.

Strategies to increase parental involvement

Strategies and activities in our schools Title I Parent Involvement Policy that will be implemented to achieve this goals include:

- Maintain and fully support Parent Coordinator
- Parent Seminars about and homework
- Children At Work events focusing on reading and writing
- Parent book clubs
- Informational sessions and publications about CCLS
- Informational session about accountability reports
- Increased reports on progress to parents

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers currently meet the standards for HQT

Service and program coordination

In order to coordinate Federal, state and local services with the instructional strategies to achieve this goal, our parent coordinator is in close touch with families who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor needs of families in the community and anticipate student academic needs.

Parent outreach to assure that children have books at home, regular meals and adequate access to health care is ongoing through the Guidance department and parent coordinator.

Budget and resources alignment

- Title I: AIS service provider paid for with Title I funds. NYSTL Funds were used to purchase Foundations Materials to support this goal.
- FSF: Books, magazine subscriptions and other reading supplies have been purchased to support this goal.
- Title III: Books and other reading materials have been purchased to support this goal.
- Magnet: Technology supports such as computers, iPads and SMART boards have been purchased to support this goal. The website was purchased and developed to support this goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To increase student achievement related to number sense and operations.

By June 2012, 75% of second grade students will achieve 'proficiency levels' as measured by the COUNTING, NUMERATION, ADDITION AND SUBTRACTION, AND MULTIPLICATION AND DIVISION strands on the Early Childhood Assessment of Mathematics (ECAM) tool.

Comprehensive needs assessment

Last year, we initiated the use of the Early Childhood Assessment of Mathematics in grades K-2. We have used the assessment to identify areas of need that confirm the analysis of data from the Grade 3 NYSTP mathematics item analysis for numbers and operations

We identified this goal based on the following assessment data:

- The first four strands of ECAM assessment (COUNTING, NUMERATION, ADDITION/SUBTRACTION AND MULTIPLICATION/DIVISION), administered in October and May of the 2010 – 2011 school year.
- Third Grade NYSTP Mathematics Performance item analysis for NUMBER SENSE AND OPERATIONS
- Teacher assessment of student work from the Everyday Mathematics curriculum

Analysis of the results of the final administration of the ECAM, the Spring NYSTP and student work confirmed the following:

- Second and third grade students performed at the highest levels of proficiency for counting, addition and subtraction
- Second and third grade student’s performance was lowest in numeration, place value and multiplication/division.

Further analysis of the curriculum and student work revealed that students had received insufficient instruction in place value, skip counting, finding patterns on the 100 chart, all prerequisite skills for multiplication. Tracing skills related to place value and multiplication back through the math curriculum in grades K and 1, we found that experiences and lessons in base ten and skip counting.

We posit that when the curriculum, the assessment and the standards for the grade were better aligned, students will be proficient in the key strands for mathematical thinking in each grade.

Instructional strategies/activities

- February - June 2011 Grade 1 team piloted use of Investigations Curriculum. Student work data and teacher focus group reports supported full implantation.
- September 2011: Full school implementation of Investigations in grades K – 2
- September, December, January, March: Professional development in the implementation of Investigations curriculum
- November 2011: Grade teams align Investigations curriculum, CCLS standards and ECAM. Teams identify needs for supplemental instruction.
- September – June: Grade 2 meets each week on Thursdays from 2:20 – 3:00PM to look at student math in inquiry cycles. Student subgroups identified and ongoing progress and needs measured and addressed. Pacing calendars for the year established.
- Professional Development for teachers around supporting ELLs and SPED students and differentiation for all learners throughout the year
- Math performance tasks related to number sense and operations in grades K - 2 completed by March and results analyzed by teacher teams.
- ECAM assessments scheduled for October and May, with interim assessments on strands 1-4 additionally in March. Analysis of assessment data to be completed by teacher teams within the following month.
- Math reports sent home to parents in December, April and June.
- June 2012 final ECAM assessment

Strategies and activities in our schools Title I Parent Involvement Policy that will be implemented to achieve this goals include:

- Maintain and fully support Parent Coordinator
- Parent Seminars about homework
- Children At Work events focusing on Math

- Parent book clubs
- Informational session about accountability reports
- Increased reports on progress to parents
- Support for parents including workshops, written documents sent home and available on the website to develop parent understanding around CCLS
- Workshops for parents in supporting math learning at home

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers currently meet the standards for HQT

Service and program coordination

In order to coordinate Federal, state and local services with the instructional strategies to achieve this goal, our parent coordinator is in close touch with families who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor needs of families in the community and anticipate student academic needs.

Parent outreach to assure that children have books at home, regular meals and adequate access to health care is ongoing through the Guidance department and parent coordinator.

Budget and resources alignment

- Funding sources will be targeted to support this goal, including the following:
- Title I: Professional Development for supporting SWD's, ELLS and differentiating to engage all students in appropriate learning experiences
- FSF: Inquiry Team meetings and materials to support extensions of the curriculum
- Magnet: Investigations Curriculum and ongoing PD

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To improve student achievement in informational writing through implementation of integrated units of study with CCLS aligned performance tasks.

By June, 2012 all students will demonstrate increased writing stamina, critical thinking skills, use of supportive facts, and organization of information as measured by Teacher analysis of December and February and May performance tasks.

Comprehensive needs assessment

The data sources used to identify this goal include:

- First grade writing samples from a variety of units from 2010 – 2011
- 2010 – 2011 NYSTP ELA Performance data including summary reports from constructed responses

Through analysis of first grade writing samples from the end of the 2011 school year teachers working in grade teams determined that experiences and instruction in ‘stand alone’ units of study administered last year were insufficient for preparing students to meet the CCLS standards for writing. Specifically, student writing didn’t demonstrate a depth of understanding of the genre or content. Student writing didn’t meet expectations for sustained attention to a topic, or vocabulary and grammar usage standards.

Instructional strategies/activities

The research based instructional strategies and activities that will be used to achieve this goal include:

strategies/activities that encompass the needs of identified student subgroups,

- a) August/September: Grade teams begin writing units of study integrating writing, reading, science and social studies.
- b) September/August: Staff examines sample units of studies with performance tasks and other Common Core Library resources on the DOE website.
- c) November/December: Grade teams work in teams with administrators and Network specialists to refine/revise units and tasks for piloting with students.
- d) December: Teacher teams work with staff developer in study groups to revise unit for the upcoming semester and design tasks and rubrics for implementation by March 15th.
- e) March/April: Teacher teams receive training to score work samples.
- f) March/April: Teacher teams score student work against the CCLS aligned rubric and assess effectiveness of implementation. Grade teams revise upcoming units of study and tasks accordingly.
- g) June: Teacher teams chart student progress on tasks from November, February and May for six students on each grade and present to the community

Strategies to increase parental involvement

- Post completed units on the Website and on curriculum bulletin board at school
- Disseminate information about CCLS at parent conferences and conduct workshops on CCLS for parents
- Presentations at PTA meetings

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers currently meet the standard for HQT

Service and program coordination

In order to coordinate Federal, state and local services with the instructional strategies to achieve this goal, our parent coordinator is in close touch with families who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor needs of families in the community and anticipate student academic needs.

Parent outreach to assure that children have books at home, regular meals and adequate access to health care is ongoing through the Guidance department and parent coordinator.

Budget and resources alignment

- Funding sources will be targeted to support this goal, including the following:
- FSF: Materials, Supplies for the units
- Title III- materials to adapt and accommodate ELL's needs for tasks.
- Magnet: Materials for PTA meetings, materials for the units

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To engage all students with a rigorous problem solving opportunities through the Lego, Robotics, and Engineering curriculum.

By June 2012, PK – 2 students will have completed a minimum of three cycles of Lego/Duplo and robotics curriculum in which they engage in the engineering design cycle (ask, imagine, plan, create, evaluate/improve) as measured by teacher/class made rubrics, lesson plans, and student work products. First and Second grade will complete two engineering units in which they engage in the engineering design cycle as measured by rubrics, lesson plans, and student work products.

Comprehensive needs assessment

Last year, we initiated work with Lego and Duplo materials in our curriculum order to provide students with concrete problem solving and critical thinking situations. This year we are extending our use of the Lego curriculum (“Early Structures” and “Simple Machines”) into our units as well writing a unit of study that fully integrates the WE DO Leo robotics materials. In this year, to support the magnet theme, we are additionally implementing engineering units from the Boston Museum of Science, ENGINEERING IS ELEMENTARY.

The data sources used to identify this goal include:

nySTART NYSTP/ELA item analysis including strands: ANALYZE INFORMATION and EVALUATE CONTENT

Students who completed at least one year with us who were in third grade last year performed poorly on the third grade ELA state test on these measures. Working with the Lego/Duplo and Robotics curriculum will require students to think critically when reading and following directions and when confronted with complex problems they need to think through when building and computer programming for robotics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Students will complete a minimum of three cycles of Lego/Robotics from October through May of this year.
 - b) Lego Lab will be fully equipped by October of 2011
 - c) Staff development in Lego and Robotics will be ongoing through the year, from August 2011 – August 2012.
 - d) October – June Teachers will develop rubrics with students to assess student achievement in collaborative work, problem solving, critical thinking and resilience and persistence, steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
 - e) November – May Engineering units will be matched to thematic units and implemented in first and second grades.
 - f) Student Surveys and work samples will be collected to assess the development of critical thinking and problem solving related to the work in the Lego Lab throughout the year.

Strategies to increase parental involvement

Strategies and activities in our schools Title I Parent Involvement Policy that will be implemented to achieve this goals include:

- Maintain and fully support Parent Coordinator
- Parent Seminars about and homework
- Children At Work events focusing on reading and writing
- Parent book clubs
- Informational sessions and publications about CCLS
- Informational session about accountability reports
- Increased reports on progress to parents
- Lego Fun Night for families

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers currently meet the standards for HQT

Service and program coordination

In order to coordinate Federal, state and local services with the instructional strategies to achieve this goal, our parent coordinator is in close touch with families who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor needs of families in the community and anticipate student academic needs.

Parent outreach to assure that children have books at home, regular meals and adequate access to health care is ongoing through the Guidance department and parent coordinator.

Budget and resources alignment

- Funding sources will be targeted to support this goal, including the following:
- Title I: Family Fun Night for Parent involvement in school activities involving the engineering approach and robotics.
- Magnet: Teacher common planning of unit and tasks per session and per diem for subs to cover for planning during the school day. Engineering Elementary Curricula purchased with this funding. Lego Lab created and stocked with this funding.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	19		N/A	N/A	3			
1	21		N/A	N/A	5			
2	24	4	N/A	N/A	6	6		
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	1. Wilson Foundations 2. Small group 3. Extended Day 1. Guided reading 2. Small group 3. During School Day
Mathematics	Small group and Individual: During School day
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Small group and individual: During the school day
At-risk Services provided by the School Psychologist	Small group: During the school day
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

PS 185 Early Childhood Discovery and Design Magnet School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 185 Early Childhood Discovery and Design Magnet School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Marlene Wilks	District 03	Borough Manhattan	School Number 185
School Name Discovery and Design Magnet School			

B. Language Allocation Policy Team Composition [?](#)

Principal Jane Murphy	Assistant Principal Nicole Settles
Coach type here	Coach type here
ESL Teacher Marilyn Tortoledo	Guidance Counselor Michelle Guerin
Teacher/Subject Area Wilman Alba-Kindergarten	Parent Trina Miller
Teacher/Subject Area type here	Parent Coordinator Monika Vargas
Related Service Provider type here	Other type here
Network Leader Marlene Wilks	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	234	Total Number of ELLs	27	ELLs as share of total student population (%)	11.54%
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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. 

Paste response to questions 1-6 here

The identification process at the PS 185 Discovery and Design Magnet School is as follows:

There is a screening process. At enrollment, the Home Language Survey is administered by the licensed ESL teacher or a trained pedagogue to determine LAB-R eligibility. There are translated versions of the HLIS, Parent Surveys, Entitlement, Continuation, Non-Entitlement letters in the school. If the home language is other than English, an informal interview is conducted by the licensed E.S.L. teacher, Martilyn Tortoledo, with the parent to determine student's preferred language. The initial assessment is as follows: If the student speaks a language other than English, the LAB-R is administered. If the student scores below the proficiency level, the student is administered the Spanish LAB-R, if Spanish is his home language. Hand scores of LAB-R and Spanish LAB are recorded and kept in a binder by the licensed E.S.L. Teacher. This is an ongoing process for all new admits. At P.S. 185, the entitled students are placed in a General Education program. The students are assessed and placed within 10 days of enrollment. Transitional Bilingual Program and the Dual Language Program are presently not an option at our school. Most parents select the E.S.L. Program. A list of parents interested in the Dual Language Program is maintained by the licensed E.S.L. teachers on file. Parents will be informed when there are 15 or more students in grade K-2.

Parent orientations are offered at the beginning and throughout the school year for newcomers and information is given in their language by the licensed E.S.L. teacher. The three programs are explained to the parents. In addition, a video is shown in which the three programs are explained in their native language. During the parent orientation, parents are assisted with the parent survey and program selection form. The licensed E.S.L. teacher and parent coordinator also offer information to parents that may be interested in Transitional Bilingual Programs and Dual Language of programs available in the district. The Parent Coordinator and licensed E.S.L. teacher meet with the parents and guide them through the process of Parent Program Choice. The E.S.L. teacher and the parent coordinator assist parents where such programs are available. All entitled ELLs receive the required E.S.L. mandates. If the program selection letter is not returned, a letter and phone call is made to the parents. Entitlement and continuation letters are also sent to the parents. Spanish speaking parents expressing interest in the Dual Language or Bilingual Program are asked to place their name on a Waiting List. In addition, P.S. 185 offers a beginning E.S.L. program which focuses on helping parents of newcomers with functional English language. The NYSESLAT is the annual assessment administered to all ELLs during the assessment period. The speaking modality is administered individually and the listening, reading writing modalities are administered in small groups. Students are prepared for the NYSESLAT using NYSESLAT preparation materials. Students scoring below proficiency continue with ESL services. The parents are informed of continuation of E.S.L. services.

P.S. 185 identifies LEP students and place them in the ESL program within 10 days of enrollment.

Timeline:

Screening: The following process is done by the licensed E.S.L. teacher during enrollment.

-Parent survey and program selection is completed.

-Informal interview is conducted.

Initial Assessment: If a child speaks a language other than English or little English, LAB-R is administered by the licensed E.S.L.

teacher during the first 10 days of enrollment.

Program Placement: Entitlement letters are sent to parents in their home language for students scoring beginning, intermediate or advanced. Student is placed in appropriate program. Copies of letters and handscored grades are kept on file in the school.

Parent Orientation is provided to parents by the licensed E.S.L. teacher and parent coordinator to inform parents of the different programs offered and to complete the program selection survey. A video is shown to parents in their home language explaining the different programs available to them. Parents are offered alternate meeting dates to view video and meet with licensed E.S.L. teacher.

Annual Assessment: In the spring, the NYSESLAT is administered to all students scoring beginning, intermediate and advanced. If student is scores beginning, intermediate, or advanced, student continues to received ESL services. Parents are infomed by letter of their child's continued entilement.

At P.S. 185, bilingual program is not a parent choice. Most parents choose Freestanding E.S.L. Most parents want their child in 100% English only program. The perception being that they want their child to learn English as soon as possible. A list of students in which parents expressing interest in a bilingual/dual language is kept on file. Parents are notified if there are more that 15 students interested in a bilingual/dual language class.

Monitoring Parent Trends: During parent orientation, parents complete the parent survey and program selection. Most parents select Freestanding E.S.L. Parents interested in other programs are placed on a waiting list. This year one parent placed his child's name on the waiting list for Bilingual/Dual language program. Future programming includes notifying parents when 15 or more students are on the list. Support for parents interested in bilingual programs in the district will be provided by parent coordinator and licensed E.S.L. teacher.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In	1	1	1											3
Total	1	1	1	0	3									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	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
Dual Language										0
ESL	25			2		2				27
Total	25	0	0	2	0	2	0	0	0	27

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														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	12	5											22
Chinese														0
Russian														0
Bengali	1	1												2
Urdu														0
Arabic														0
Haitian		1	1											2
French		1												1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	15	6	0	27									

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

ESL Program

The ESL program for ELLs in the General Education classes is a push-in/pull-out program in which students receive all instruction in English using ESL methodologies for a specific amount of time as determined by the LAB-R and NYSESLAT scores. The model allows for the acquisition of academic language with a focus on vocabulary development and comprehension. The following strategies are implemented in small groups.

- a. Vocabulary and comprehension building through the use of picture cards, big books, picture books, chapter books and process charts.
- b. Reader's Theater, role playing, interviews, oral reports and retelling stories to develop oral language and listening skills.
- c. Daily use of routine charts, alphabet chart, and language arts games to develop letter-sound recognition and vocabulary.
- d. Hands on learning experience make the meaning concrete by forming mental images as they name, label and write about topics in the curriculum.

A. Programming and Scheduling Information

e. The Foundations program, a multisensory approach, is used everyday to teach reading skills such as sound mastery, phonics instruction and vocabulary.

f. The morning math message is used every day to promote authentic communications.

g. Visual aids such as photographs, pictures, graphics are part of developing vocabulary.

ELLs with special needs are presented at the Child Study Team. They are also provided with Academic Intervention Services, Extended Day, and after school program for additional support.

P.S. 185 is a Prek-2 grade school and does not have SIFE and long term ELLs (over 6years) subgroup of students.

All school wide programs are provided to ELLs. Recent initiatives include Child Study Team, Town Hall meetings and a ELL mini inquiry. This inquiry will track a group of ELL students throughout the year to ensure that their academic needs are met.

The following instructional materials including technology are used to support ELLs.

- a. Most classroom teachers have SmartBoards in their classrooms.
- b. Teachers use ipads with their students to promote vocabulary development.
- a. Spanish leveled fiction and non-fiction library in the ESL classroom
- b. Implementation of Magnet Curriculum map units developed by teachers.
- c. Hands on daily activities in the Listening and Technology centers.

Students are grouped by proficiency levels and seen in small groups. Beginning and intermediate students are seen for 360 minutes and advanced students are seen for 180 minutes. A teacher Program Card reflects the mandated number of instructional minutes. This activity is monitored by the principal.

ELLs receiving services for 4 years receive additional support in small group instruction, AIS and Extended day. ELLs with special needs are presented at the Child Study Team. They are also provided with Academic Intervention Services, Extended Day, and referred to outside community-based organizations.

P.S. 185 is a Prek-2 grade school and does not have SIFE and long term ELLs (over 6years) subgroup of students.

At P.S. 185 the Freestanding E.S.L. class is a push-in and pull-out model focusing on building academic language and literacy and making content comprehensible using the following strategies. Key concepts are develop using concept organizers. There are brainstorming discussions to activate prior knowledge, ideas are organized using visual supports. There is guided vocabulary development using language associated with text. Comprehension is developed using guided questions to discuss and scaffold on recently taught words and concepts. Non-Fiction and informational texts are used to build on language. through the content areas. There is a spanish library in the ESL class to support native speakers. E.S.L. teacher works closely with student's classroom teacher to support content using E.S.L. methodologies to scaffold vocabulary and language development.

Courses Taught in Languages Other than English

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

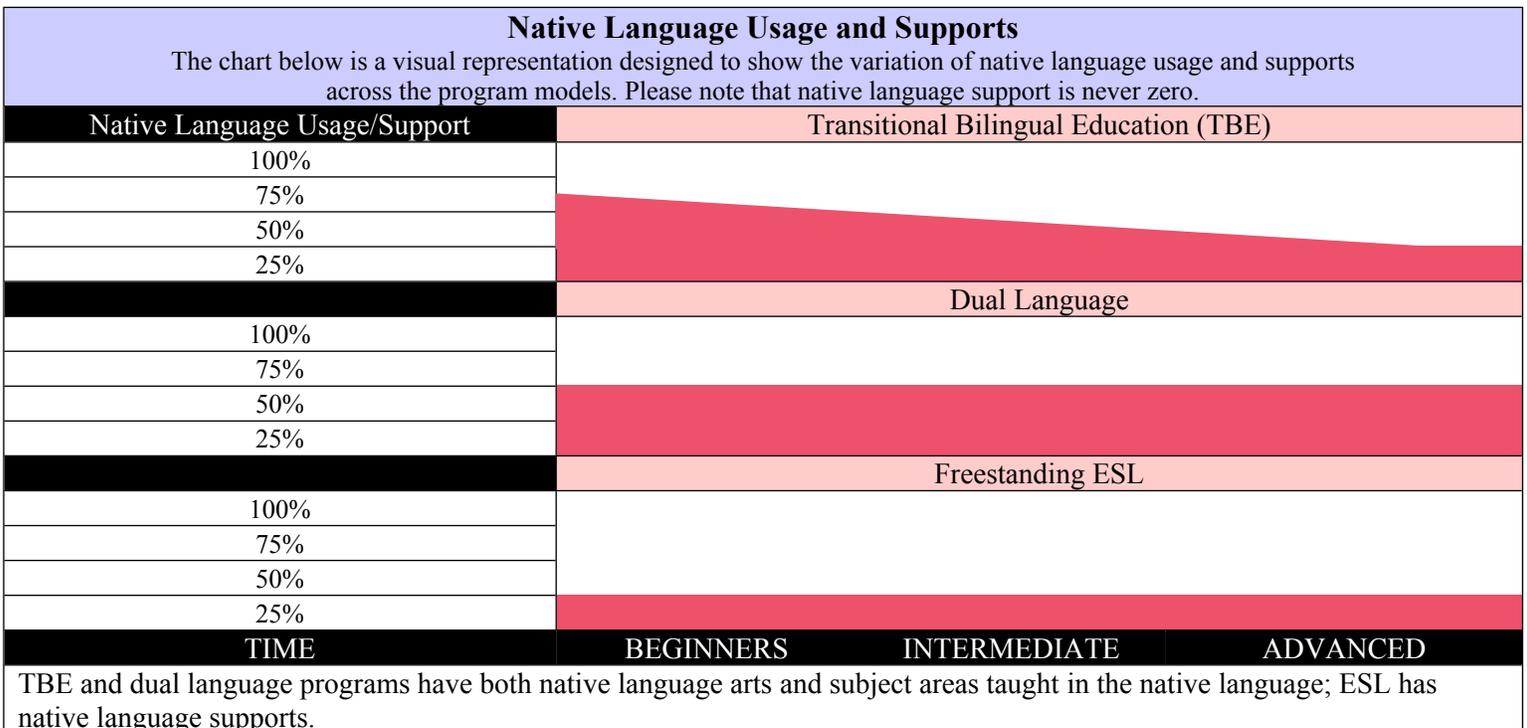
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	a.		
Social Studies:			

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Targeted ELLs will be supported with AIS, Foundations and a mini-inquiry focus group. Students in ESL will have ongoing assessments in the academic content areas using teacher made test, program assessments, portfolios, running records, conferring and students' work. In a push-in model, the licensed ESL teacher will continue to provide transitional support to students reaching proficiency. The teacher will use scaffolding techniques as the students continue to make gain in the curriculum areas.

The following instructional materials including technology are used to support ELLs.

- a. Most classroom teachers have SmartBoards in their classrooms.
- b. Teachers use ipads with their students to support vocabulary development.
- a. Spanish leveled fiction and non-fiction library in the ESL classroom
- b. Implementation of Magnet Curriculum map units developed by teachers.
- c. Hands on daily activities in the Listening and Technology centers.

The licensed ESL teacher will be conducting a mini inquiry. This inquiry will track a group of students throughout the year to ensure that their academic needs are met.

The students will be serviced by the licensed ESL teacher. Dual Language will be discontinued. Most parents select ESL as a programs choice.

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

Dual Language is not an option at our school at the present time.

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.

Paste response to questions 1-3 here

Staff will attend weekly meetings during common preps to network, study ELLs scaffolds and or turnkey. Professional development will be

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.)
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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Staff will attend weekly meetings during common preps to network, study ELLs scaffolds and or turnkey. Professional development will be provided on-site and through DOE workshops and the Network for ELL personnel to meet the 7.5 hours on Professional Development days and after school in ESL methodologies and best practices. Professional Development around the increase use of academic language and instructional scaffolds will be the main focus for all teachers.

Nov. 2011- Using NYSESLAT and LAB-R Results to Plan Instruction

Dec.2011- Academic Intervention for ELLs

Feb. 2012-.NYSESLAT

Mar. 2012-- Promotional Criteria for ELLs

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?

Paste response to questions 1-4 here

Parent orientation is offered at the beginning of the school year to inform parents about the different program and resources. In addition, parents are encouraged to volunteer and participate in their child's classroom.

Parent letters, newsletter and calendar are sent by Parent Coordinator to NYC Department of Education for translation. Parent Coordinator conducts workshops in Spanish and schedules conference calls for parent meetings in their preferred language.

During parent orientation, parent coordinator distributes parent surveys and offers support to parents in the completion of the parent survey and program selection.

The following activities are available for parents to participate:

- Functional English classes offer to parents every week
- Parent orientation of newly enrolled ELLs
- Monthly PTA meetings
- Weekly workshops
- “Children at Work”-parent classroom observation
- Curriculum Night
- Family Fun Night
- Monthly School Leadership Team Meeting
- Parent Coordinator provides supports to parents on ARIS
- Museum Trip with parents and children

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)	3	6	0											9
Intermediate(I)	2	7	2											11
Advanced (A)	1	1	5											7
Total	6	14	7	0	0	0	0	0	0	0	0	0	0	27

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	0										
	I		1	0										
	A		1	1										
	P		8	7										
READING/ WRITING	B		5	0										
	I		5	3										
	A		1	5										
	P		1	0										

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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

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

PS 185 is committed in closing the acheivement gap. The licensed ESL teacher will be conducting a mini inquiry. This inuiry will track a group of studnts thoroughout the year to ensure that their acadmic needs are met.

Part VI: LAP Assurances

School Name:

Discovery and Design Magnet

School DBN: 03M185

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jane Murphy	Principal		10/12/11
Nicole Settles	Assistant Principal		10/12/11
Monika Vargas	Parent Coordinator		10/12/11
Marilyn Tortoledo	ESL Teacher		10/12/11
Trina Miller	Parent		10/12/11
Wilman Alba	Teacher/Subject Area		10/12/11
	Teacher/Subject Area		1/1/03
	Coach		1/1/01
	Coach		1/1/01
Michele Guerin	Guidance Counselor		10/12/11
Marlene Wilks	Network Leader		10/12/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **3M185** School Name: **Discovery and Design Magnet School**

Cluster: _____ Network: **209**

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 Home Language Identification Survey (HLIS) will be reviewed by the ELL coordinator to identify the language of translation and interpretation needs to translate letters/documents. Based on this data oral interpreters are scheduled to attend parent teacher conferences two times a year. Additionally, phone conferences can be scheduled with the Parent Coordinator. NYC Department of Education provides translation services for written communication.

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.

The need of our school 67.6% of our parents speak Spanish only, 16% of the population represent African countries. This information is reported in the school annual report and at SLT and PTA meetings.

Part B: Strategies and Activities

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

Letters will be sent out to a vendor for translation. Parents will be contacted prior to PTA and Teacher's Conferences for assistance in translation services. Letters will be sent out to NYC Department of Education for translation. Parents will be contacted prior to PTA and Teacher's Conferences for assistance in translation services. Most of the time the Parent Coordinator will be translating into Spanish at parent meetings.

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.

Letters will be translated by DoE Translation Unit. A conference call will arrange according to language. Parent Coordinator provides Spanish Language Translations.

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>.

A vendor will be purchased for translations. The parent coordinator will be providing support to all parents. Parent volunteers are also utilized if necessary for our French speaking families.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Discovery and Design Magnet	DBN: 03M18
Cluster Leader:	Network Leader: Marlene Wilks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 27
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At P.S. 185 the Freestanding E.S.L. class is a push-in and pull-out model focusing on building academic language and literacy and making content comprehensible using the following strategies. Key concepts are developed using concept organizers. There are brainstorming discussions to activate prior knowledge, ideas are organized using visual supports. There is guided vocabulary development using language associated with text. Comprehension is developed using guided questions to discuss and scaffold on recently taught words and concepts. Non-Fiction and informational texts are used to build on language through the content areas. There is a Spanish library in the ESL class to support native speakers. The E.S.L. teacher works closely with student's classroom teacher to support content using E.S.L. methodologies to scaffold vocabulary and language development.

Title III funds will continue to be utilized to implement an academic intervention service after school program to support language development and literacy in small literary circles through the implementation of activities such as: accountable talk, journal writing, problem solving activities, hands on content area projects aligned to Magnet Curriculum Mapping Units. In addition, the Supplemental; after school program will help students to become more independent with each component of the workshop model so that they are ready to hold discussion groups with very little teacher coaching by the end of second grade. Each strategy lesson lasts approximately 10-15 minutes depending on the text. Teachers may set a general focus for the discussion (character description, dialogue, and setting) however, discussions will allow for open-ended responses. Students will share ideas and take risks in discussions. Teachers will monitor good discussion and questioning techniques. Good discussion and reflective thinking strategies will be modeled and practiced with students. Approximately 30 children in beginning, intermediate and advanced in the NYSESLAT and LAB-R will be targeted for this instructional program. In addition, leveled libraries and libraries in the content areas in Math, Science, and Social Studies in English and Spanish will be utilized. These libraries will be utilized daily by the children to do independent and partner reading based on "just right books"/ his/her instructional level and "books on individual interest." The children will also be able to take home books in a baggie every night to read with an adult. This program will begin in January and end in April. (a total of twenty sessions with the students)

Some of the assessment indicators to monitor student gains will be student classwork/participation, portfolios, writing folders and Running Records data.

ESL Program

The ESL program for ELLs in the General Education classes is a push-in/pull-out program in which

Part B: Direct Instruction Supplemental Program Information

students receive all instruction in English using ESL methodologies for a specific amount of time as determined by the LAB-R and NYSESLAT scores. The model allows for the acquisition of academic language with a focus on vocabulary development and comprehension. The following strategies are implemented in small groups.

- a. Vocabulary and comprehension building through the use of picture cards, big books, picture books, chapter books and process charts.
- b. Reader's Theater, role playing, interviews, oral reports and retelling stories to develop oral language and listening skills.
- c. Daily use of routine charts, alphabet chart, and language arts games to develop letter-sound recognition and vocabulary.
- d. Hands on learning experience make the meaning concrete by forming mental images as they name, label and write about topics in the curriculum.
- e. The Foundations program, a multisensory approach, is used everyday to teach reading skills such as sound mastery, phonics instruction and vocabulary.
- f. The morning math message is used every day to promote authentic communications.
- g. Visual aids such as photographs, pictures, graphics are part of developing vocabulary.

ELLs with special needs are presented at the Child Study Team. They are also provided with Academic Intervention Services, Extended Day, and after school program for additional support. All school wide programs are provided to ELLs. Recent initiatives include Child Study Team, Town Hall meetings and a ELL mini inquiry. This inquiry will track a group of ELL students throughout the year to ensure that their academic needs are met.

The following instructional materials including technology are used to support ELLs.

- a. Most classroom teachers have SmartBoards in their classrooms.
- b. Teachers use ipads with their students to promote vocabulary development.
 - a. Spanish leveled fiction and non-fiction library in the ESL classroom
 - b. Implementation of Magnet Curriculum map units developed by teachers.
 - c. Hands on daily activities in the Listening and Technology centers.

Students are grouped by proficiency levels and seen in small groups. Beginning and intermediate students are seen for 360 minutes and advanced students are seen for 180 minutes. A teacher Program Card reflects the mandated number of instructional minutes. This activity is monitored by the principal.

ELLs receiving services for 4 years receive additional support in small group instruction, AIS and Extended day. ELLs with special needs are presented at the Child Study Team. They are also provided

Part B: Direct Instruction Supplemental Program Information

with Academic Intervention Services, Extended Day, and referred to outside community-based organizations.

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Part C: Professional Development

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

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

Begin description here:

Staff and ESL teacher will attend D.O.E. meetings and turnkey. Professional development will be provided on-site and through DOE workshops and the Network for ELL personnel to meet the 7.5 hours on Professional Development days and after school in ESL methodologies and best practices. Professional Development around the increase use of academic language and instructional scaffolds will be the main focus for all teachers.

Nov. 2011- Using NYSESLAT and LAB-R Results to Plan Instruction

Dec.2011- Academic Intervention for ELLs

Feb. 2012-.NYSESLAT

Mar. 2012-- Promotional Criteria for ELLs??????

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent orientation is offered at the beginning of the school year to inform parents about the different program and resources. In addition, parents are encouraged to volunteer and participate in their child's classroom.

Parent letters, newsletter and calendar are sent by Parent Coordinator to NYC Department of Education for translation. Parent Coordinator conducts workshops in Spanish and schedules conference calls for

Part D: Parental Engagement Activities

parent meetings in their preferred language.

During parent orientation, parent coordinator distributes parent surveys and offers support to parents in the completion of the parent survey and program selection.

The following activities are available for parents to participate:

- Functional English classes offer to parents every week
- Parent orientation of newly enrolled ELLs
- Monthly PTA meetings
- Weekly workshops
- “Children at Work”-parent classroom observation
- Curriculum Night
- Family Fun Night
- Monthly School Leadership Team Meeting’
- Parent Coordinator provides supports to parents on ARIS

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	8,544.86 Total Salaries	The budgeted allocation will be used for an After School Enrichment/Test Prep for Ells in which strategies will be use to further develop vocabulary and comprehension in literacy, math and other content areas as an extension of the regular day. 27 32 students will attend Monday, Tuesday and Wednesday, from 3:00pm-5:00pm for 2 hrs.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Teachers</p> <p>3 days a week x 2 hours a day= 6 hours a week</p> <p>6 hours a week x 49.73= 298.38</p> <p>\$298.38 x 3 teacher= 895.14</p> <p>895.14 a week x 7 weeks= 6,265.98</p> <p>Administrators</p> <p>3 days a week x 2 hours a day= 6 hours a week</p> <p>6 hours a week x 51.34= 308.04</p> <p>\$308.04 x 1 teacher= 308.04</p> <p>308.04 week x 7 weeks= 2,156.28</p> <p>Secretary</p> <p>30.65 x 1 secretary= 30.65</p> <p>30.65 x 4 hours/bi-weekly= 122.60</p> <p>6,265.98 Teachers</p> <p>2,156.28 Supervisor</p> <p>122.60 Secretary</p> <p>8,544.86 Total Salaries</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be 	<p>\$5,032.30</p>	<p>Supplies and Materials</p>

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.														
supplemental. <ul style="list-style-type: none"> Additional curricula, instructional materials. Must be clearly listed. 		<table border="0"> <tr> <td>Listening Libraries</td> <td style="text-align: right;">1000.00</td> </tr> <tr> <td>Level Books</td> <td style="text-align: right;">832.30</td> </tr> <tr> <td>NYSESLAT Test Prep</td> <td style="text-align: right;">300.00</td> </tr> <tr> <td>Picture Dictionaries</td> <td style="text-align: right;">500.00</td> </tr> <tr> <td>Spanish Books</td> <td style="text-align: right;">2000.00</td> </tr> <tr> <td>Books for Families</td> <td style="text-align: right;">400.00</td> </tr> <tr> <td></td> <td style="text-align: right;">\$5,032.30</td> </tr> </table>	Listening Libraries	1000.00	Level Books	832.30	NYSESLAT Test Prep	300.00	Picture Dictionaries	500.00	Spanish Books	2000.00	Books for Families	400.00		\$5,032.30
Listening Libraries	1000.00															
Level Books	832.30															
NYSESLAT Test Prep	300.00															
Picture Dictionaries	500.00															
Spanish Books	2000.00															
Books for Families	400.00															
	\$5,032.30															
Educational Software (Object Code 199)																
Travel																
Other	1,422.84 ??????????????	Parent Workshop Dates 2011- 2012 Meetings will be conducted monthly. Parent Study Group Preparation for PD 2 Teachers x 2 hours x 49.73= 198.92 PD for parent: 2 Teachers x 2 hours x 49.73= 198.92 Dinner for Parents= 500.00 Incentives, prizes (gift certificate) 150.00 Trip for Parents and children to Children Museum of Manhattan														

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		375.00 1,422.84 ?????
TOTAL	15,000	