



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EARLY CHILDHOOD DISCOVERY AND DESIGN MAGNET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M185

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

SUPERINTENDENT: ILENE ALTSCHUL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

A signed copy of this document is on file at the school.

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jane Murphy	*Principal	
Toy Dawkins Giles	*UFT Chapter Leader or Designee	
Lillie Edmondson	*PA/PTA President or Designated Co-President	
Shanekwa Williams	Member/Parent	
Caprice Allie	Member/Parent	
Daniel Jackson	Member/Parent	
Grace Smith	Member/Parent	
Rene' Pearson	Member/ Chairperson/Teacher	
Jocelyn Phillips	Member/Teacher	
Veronica McCutchen	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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 in K – 2.
By July 2013, 80% of students will be reading at or above the end of grade benchmark as measured by the Fountas and Pinnell Benchmark Assessment for reading.

Comprehensive needs assessment

- Reading scores of third graders who have articulated from our school show a steady increase of reading achievement over the past 2 years. Students tested in the 2011-12 school year had an average tested proficiency of 2.83 and 45.6% of students were tested at proficient or above proficient. End of the year in-house reading data for the 2011-12 school year indicated an overall school wide average of 77% reading proficiency. There is a need to keep and increase the number of students who are reading proficiently with an aim of articulating more students who are reading above grade level.

Instructional strategies/activities.

In order to meet this goal, the school has put the following strategies/activities in place:

1. Key stakeholders met to review the school wide reading assessment system (then, Teacher's College Reading Assessment) and other options. The decision was made to transition to the Fountas and Pinnell Benchmark Assessment for Reading for the Fall of 2012 because it was better aligned to CCLS expectations and the reading assessment system used by the school where the majority of the students attend Third Grade.
2. Progress monitoring for this goal will be at regular intervals. Key components from the Fountas and Pinnel Benchmark kit assessments are completed three times throughout the year, including phonemic awareness, phonics, sight words, fluency and comprehension. Teachers meet individually and in grade teams with the administrative team to review progress for the grade cohort, class and individual students in Data Meetings at the end of each quarter and mid-quarter. These meetings are used to highlight successful practices and revise less successful strategies based on the quantitative and qualitative data available. Grade teams share practices at monthly Grade Team Leader Meetings.
3. In the winter of 2012, key stakeholders and staff reviewed and selected from several programs available a reading program that is CCLS aligned and focused on the five pillars of reading instruction. The HMH Journey's Reading Program was purchased in the Spring of 2012, with initial training provided to the teaching staff to introduce materials, philosophy and web access. A package of 12 full-day professional development sessions was purchased from HMH and was initiated in the Fall of 2012, with sessions running through May. In these sessions, a consultant works with teachers in the classroom and in information sharing sessions to insure materials are used to their fullest, monitor data, and assist with instructional strategies that are aligned with the program. Administrators participate in professional development sessions and meet regularly with the consultant as well as with grade team leaders to insure continuity of implementation and alignment with school goals.
4. All stakeholders voted to schedule an additional professional development day to the calendar year to focus on teacher training for the Journeys reading program, which was conducted on October 24, 2012.
5. The Journey's reading program units were previewed by grade teams in October of 2012, and the year-long curriculum map for reading was established based on key standards from the CCLS and the recommended units in the Journey's program.
6. The school schedule has been organized to allow for the school's Reading Specialist to push into classrooms on each grade to provide small group instruction for struggling readers during each grade's reading block.
7. Individual teachers and teacher teams meet during scheduled Data Periods to set and review subgroup goals as well as review summative and formative data to insure incremental progress toward the CCLS standards. In addition, quarterly data, including those for reading are collected, analyzed and used to plan subsequent goals by grade teams under the supervision of the administrative team.
8. Continuity for students who are learning English as a second language an important factor in our overall goal. The ESL teacher participates in the Journeys professional development with grade team teachers, have instructional materials from the Journey's program developed for ELL students and work with students on each grade in 'push-in' activities during the grade-wide reading block.

Strategies to increase parental involvement

1. Parents participate in monthly classroom involvement activities called Children-At-Work. These are 50 minute periods held at the beginning of the school day in which they observe and participate in lessons alongside their child. A minimum of two Children-At-Work sessions will focus on reading instruction using the Journeys program.
2. An overview of the Journeys program was presented to parents at the September PTA meeting by the Principal.
3. The February Children-At-Work will focus on student data, which will include unit tests from the Journeys reading program.
4. Individual reading progress data is provided to parents four times during the year, through quarterly progress reports.
5. Our Parent Coordinator facilitates parent trainings on supporting good reading habits at home and adult literacy, as well as on the Journeys Program.
6. Parent newsletters describing goals and activities for reading go home to families each quarter.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

In order to coordinate federal, state and local services with the strategies and activities to achieve this goal, our parent coordinator is in close touch with the families of children who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor the needs of families in the community and anticipate student academic needs. Parent outreach to assure that children have books at home, that parents understand the importance of routines for reading and other homework at home and have opportunities to participate in adult learning classes for helping children to read and learn at home. In addition, outreach to ensure families and children have regular meals and adequate access to health care is ongoing through the guidance counselor and the parent coordinator. Title I funds are used to support this outreach.

Title I funds were used to partially fund the professional development that supports the Journeys implementation, and to partially fund the reading specialist position.

Tax Levy funds were used to partially fund the professional development that supports the Journeys implementation and to procure instructional materials for classrooms in grade K- 2. Title III funds were used to procure materials for the reading program adapted for English language Learners.

ANNUAL GOAL #2 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 #2

To ensure that all students in grades K-2 develop strong number sense based on their developmental level in order to enter successive grades with the solid foundation necessary for the introduction and learning of new concepts and skills, by July, 2012 75% of students in grade K-2 will demonstrate proficiency in first four strands of the ECAM assessment tool (counting, number sense, addition and subtraction and multiplication and division) that are aligned with the CCSS for their grade.

Comprehensive needs assessment

Math scores of third graders who have articulated from our school show a steady increase of math achievement over the past 2 years. Students tested in the 2011-12 school year had an average tested proficiency of 2.92 and 45.6% of students were tested at proficient or above proficient. End of the year in-house math data for the 2011-12 school year indicated an overall school wide average of 71% proficiency on the components of the first four strands of ECAM that are aligned to their grade standards .

Instructional strategies/activities

In order to meet this goal, the school has put the following strategies/activities in place:

1. The Chancellor's first professional development day (November 6, 2012) was dedicated to math professional development. On that day, teachers met in grade teams met to examine the math shifts and map the math curriculum for the year aligned to the key standards.
2. Two math tasks will be collaboratively planned, implemented and assessed to support for learning related to number sense and operations and track progress toward this goal, one in each semester of the year.
3. ECAM assessments for the first four strands of ECAM will be conducted at three points during the school year.
4. Three mathematics lead teachers have been identified to participate in professional development with a METAMORPHOSIS math staff developer to develop instructional strategies and content knowledge. The focus for this work will be (a.) Application of math concepts to real world situations. (b) Grouping and differentiation. (c) Developing deep understanding in students through discussion and strategic questioning. These math lead teachers will turn-key the learning to colleagues at a faculty conference in May.
5. Progress monitoring for this goal will be at regular intervals. Teachers meet individually and in grade teams with the administrative team to review student progress noted on the Investigation Math unit tests and the ECAM strands for the grade cohort, class and individual students in Data Meetings at the end of each quarter and mid-quarter. These meetings are used to highlight successful practices and revise less successful strategies based on the quantitative and qualitative data available. Grade teams share practices at monthly Grade Team Leader Meetings.
6. All K-2 classroom teachers will participate in at least one 'content focused coaching' PD session with a Metamorphosis trainer to develop skills to better facilitate the teaching and learning cycle (plan, teach assess).
7. Two teachers will attend five network-sponsored sessions throughout the year to develop their understanding of the math shifts, plan effective math tasks and develop effective instructional strategies for mathematics. These two teachers will turn-key the training at grade team meetings throughout the year.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

1. Parents participate in monthly classroom involvement activities called Children-At-Work. These are 50 minute periods held at the beginning of the school day in which they observe and participate in lessons alongside their child. A minimum of two Children-At-Work sessions will focus on math instruction related to number sense and operations.

2. An overview of the Investigations program was presented to parents at the September PTA meeting by the Principal.
3. The February Children-At-Work will focus on student data, which will include unit tests from the Investigations programs, student work including the math tasks and ECAM assessment results.
4. Individual reading progress data is provided to parents four times during the year, through quarterly progress reports.
5. Our Parent Coordinator facilitates parent trainings on supporting mathematical thinking at home and adult numeracy.
6. Parent newsletters describing goals and activities for reading go home to families each quarter.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

In order to coordinate federal, state and local services with the strategies and activities to achieve this goal, our parent coordinator is in close contact with families of children who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor the needs of families in the community and anticipate student academic needs. Parent outreach to assure that children regular meals and adequate access to health care is ongoing through the guidance counselor and the parent coordinator. In addition, parent outreach in the form of workshops to support children's understanding of math concepts through activities of daily living (shopping, cooking, sewing, traveling by subway train, etc) is ongoing.

Tax Levy funds were used to purchase student learning materials for the Investigations math program, Magnet funds were used to purchase days of professional development for teachers from Metamorphosis.

ANNUAL GOAL #3 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 #3

To improve the quality and quantity of student writing in the content areas.

By June 2013, 65% of students will meet or exceed the respective grade level CCLS in writing demonstrated in at least one content area writing task and measured by standards-based aligned rubrics developed by grade level teacher teams.

Comprehensive needs assessment

In the 2011-12 school year, teachers collaboratively planned, implemented and assessed three content area writing tasks. 60% of K-2 students scored 'proficient' on dimensions of the teacher made rubric that were aligned to the CCLS in writing.

Instructional strategies/activities

In order to meet this goal, the school has put the following strategies/activities in place:

1. Teacher teams and individual teachers will work with an ACCELERATED LITERACY LEARNING consultant to plan CCLS aligned instruction and tasks at least eight times during the year.
2. Teacher teams will meet weekly for Inquiry-based work (set goals for subgroups, research strategies, collaboratively assess student work products, etc) to monitor progress of subgroups toward the goal, and revise instruction as needed.
3. Four content based writing tasks will be collaboratively planned, implemented and assessed during this year. Teacher teams will present tasks and data at a faculty conference in April before the final task to share best practices.
4. Grade team leaders will meet to refine task development, rubrics and analyze resulting data at least 4 times throughout the year.
5. The administrative cabinet will review weekly inquiry protocol recording sheets on a monthly basis, and attend Inquiry meetings weekly.
6. A rubric to review the teacher made rubric for the tasks will be developed by the administrative cabinet with support from network achievement coaches and used to assess the CCLS alignment and coherence of each task prior to implementation.
7. A teacher team will be selected by application to work to refine tasks as per grade team specifications and develop rubrics well aligned to the CCLS and the unit of study in which the task is imbedded during after school hours and be paid per-session.
8. Progress monitoring for this goal will be ongoing. Grade Teams will formally review data from writing tasks for subgroups quarterly directly after task implementation to highlight successful practices and revise practices as needed as well as identify new subgroup members as needed.

Strategies to increase parental involvement

1. Parents participate in monthly classroom involvement activities called Children-At-Work. These are 50 minute periods held at the beginning of the school day in which they observe and participate in lessons alongside their child. A minimum of two Children-At-Work sessions will focus on writing instruction related to core content areas.
2. The February Children-At-Work will focus on student data, which will include two completed tasks tests from October and January of the current year, and other student writing samples.
3. Individual writing progress data is provided to parents four times during the year, through quarterly progress reports.
4. Our Parent Coordinator facilitates parent trainings on supporting writing at home and the CCLS expectations.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

In order to coordinate federal, state and local services with the strategies and activities to achieve this goal, our parent coordinator is in close contact with families of children who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor the 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 counselor and the parent coordinator. In addition, ongoing support for writing at home will be provided for parents and guardians through workshops run by the parent coordinator.

Tax Levy funds were used to purchase supplies for writing, including 'Write Source' curriculum materials for students.

Tax Levy finds are set aside to pay teachers at the per-session rate for supplemental work they do to develop rubrics and refine tasks for each grade.

Magnet Funds were used to pay for the Accelerated Literacy Learning consultant.

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 enriched problem solving opportunities through the Lego/Duplo and Robotics and engineering curriculum
- By June 2013, all students will have demonstrated growth and development in problem solving skills including persistence, engagement, communication and self-regulation through direct application of the engineering design process as per teacher made rubrics.**

Comprehensive needs assessment

Feedback from the Magnet evaluation in the Spring of 2012 indicated that further work and support was required for full implementation of the engineering theme in order to demonstrate improved problem solving skills.

Instructional strategies/activities

In order to meet this goal, the school has put the following strategies/activities in place:

1. The school schedule has been organized to allow for all students in kindergarten through second grade to visit the Lego Lab every week for 90 minutes and pre-kindergarten students to visit the Lego Lab for 50 minutes. Classroom teachers are supported by the Magnet Specialist by creating engineering lesson plans, co-teaching, and reflecting on best practices for the Lego Lab. Students are presented with engineering problems and use their time in the Lego Lab to construct Lego creations that solve the presented problem. Teachers use the engineering design cycle to help students problem solve and work together in collaborative teams.
2. The school has developed Magnet Standards to use as an assessment tool for monitoring students' progress in problem solving skills related to the engineering design process. Students will be monitored on how successful they are at identify the steps of the Engineering Design Process, identify problems, brainstorming solutions, creating plans, creating a product, testing the product, making improvements to the product, and sharing their results with other students at two points during the year. Students have the opportunity to work on these skills in all content areas in addition to more formal opportunities to practice in the College and Career Readiness Lego Lab. In the College and Career Readiness Lego Lab, teachers will review the rubric with students and assess students on these skills each time they are in the Lego Lab.
3. Professional Development from Lego Education was purchased in the summer of 2012; initial training to deepen the teacher's knowledge of the engineering design process was conducted for teachers in the fall of 2012. A package of 2 full day professional development sessions was purchased from Lego Education and was conducted in the fall of 2012 and the winter of 2012. In these sessions, a consultant works with teachers to insure Lego materials are used to their fullest, and assist with instructional strategies and incorporation of Lego into units of study. Administrators meeting with the Consultant to plan next steps for future professional development to increase the teachers' abilities in planning for engineering curriculum that incorporates Lego/Duplo and Robotics
4. The Salvadori Center will be starting their partnership in the Spring of 2013 with an initial training to introduce the engineering curriculum and materials with all first grade teachers, second grade teachers, and Magnet Specialist. A package of 8 full day in-school residency sessions was purchased from the Salvadori Center and will be initiated in March of 2013. In these sessions, a visiting teacher from the Salvadori Center works with teachers in the classroom and in information sharing sessions to insure materials are used to their fullest, monitor data, and assist with instructional strategies that are aligned with the program. Administrators participate in the teacher meetings and meet regularly with the visiting teacher as well as with classroom teachers to insure continuity of implementation and alignment with school goals.
5. Engineering Units of study were purchased in the winter of 2012 from Kreativa Technologies Incorporated, an educational partnership that provides schools with support in building their engineering curriculum. Three units of study were purchased to support the engineering components of the unit. Consultants will work the administrators to align the engineering units with the units of study that are created based on New York City Social Studies and Science Scope and Sequence along with the Common Core Learning Standards.
6. Professional Development from the Museum of Science Boston was purchased in the Fall of 2012. Two teachers and an Administrator participated in a three-day institute where they learned the engineering concepts and instructional strategies for the Engineering Elementary curriculum. The Engineering is

Elementary is a curriculum developed by the Museum of Science that introduces children to engineering in elementary school. Children in the first and second grade participate in two Engineering is Elementary units a year that are aligned to the New York City Social Studies and Science Scope and Sequence. Throughout the program, students use the engineering design cycle to solve an engineering program as well as learn about a specific field of engineering (i.e. Mechanical Engineering, Civil Engineering, Agricultural Engineering, and Chemical Engineering). Additionally, students participate in a project where they design a solution to the presented engineering problem and apply the engineering design cycle throughout its development. Administrators and teachers have curriculum planning meetings where they discuss unit planning and instructional strategies to be used throughout an Engineering Elementary unit.

7. Professional development from Accelerated Literacy Learning was purchased in the Fall of 2012; initial training to develop engineering units of study was conducted for all classroom teachers in the Fall. A package of 10 full day professional development sessions was purchased from Accelerated Literacy Learning and was initiated in the Fall of 2012. In these sessions, a consultant works with teachers in the classroom and in information sharing sessions to insure materials are used to their fullest, monitor data, and assist with instructional strategies that are aligned with the units. Administrators participate in professional development meetings and meet regularly with the consultant as well as with grade team leaders to insure continuity of implementation and alignment with school goals.
8. Sessions with a visiting artist from the Town Hall Arts Foundation was purchased in the summer of 2012. An initial meeting to plan on the integration of the arts with the engineering curriculum with all first grade teachers, second grade teachers, Magnet Specialist, and Principal was conducted in the Fall of 2012. A package of 12 full day in-school residency sessions was purchased from the Town Hall Arts Foundation and completed by the Winter of 2012. Another package of 12 full day in-school residency sessions was purchased from the Town Hall Arts Foundation was purchased for the pre-kindergarten and kindergarten students for sessions in the Spring of 2013. In these sessions, a visiting teacher from the Town Hall Arts Foundation works with teachers in the classroom and in information sharing sessions to align art curriculum to engineering units of study, insure materials are used to their fullest, and assist with instructional strategies that are aligned with the program. Administrators participate in the teacher meetings and meet regularly with the visiting teacher as well as with classroom teachers to insure continuity of implementation and alignment with school goals.

Strategies to increase parental involvement

1. Parents participate in monthly classroom involvement activities called Children-At-Work. These are 50 minute periods held at the beginning of the school day in which they observe and participate in lessons alongside their child. A minimum of two Children-At-Work sessions will focus on problem solving using the Engineering Design process.
2. An overview of the early childhood pre-engineering program was presented to parents at the September PTA meeting by the Principal.
3. The February Children-At-Work will focus on student data, which will include rubrics from the project work in Lego Lab.
4. Progress data related to problem solving is provided to parents four times during the year, through quarterly progress reports in the 'College and Career Readiness' section.
5. Our Parent Coordinator facilitates parent trainings on integrating the engineering design process into activities of daily living at home and in the neighborhood.
6. Parent newsletters describing goals and activities for engineering go home to families each quarter.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

In order to coordinate federal, state and local services with the strategies and activities to achieve this goal, our parent coordinator is in close contact with families of children who attend our school. Consistent outreach to families concerning attendance and special events allow us to monitor the 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 counselor and the parent coordinator. In addition, parents and guardians will have a variety of opportunities to learn about the engineering design process and how the engineering elements embedded in the Lego curriculum in a minimum of 3 parent workshops facilitated by the Parent Coordinator throughout the year. Magnet funds are used to procure professional development, purchase materials to student learning and to pay for conferences for teachers.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA (72)	<ol style="list-style-type: none"> 1. Guided reading/preview of lessons 2. Foundations and Journeys Academic Intervention 	<ol style="list-style-type: none"> 1. Small group 2. Small group /1:1 	<ol style="list-style-type: none"> 1. During the school day 2. Before school
Mathematics	<ol style="list-style-type: none"> 1. Repeated Lessons 2. Preview of learning objectives 3. Leveled math groups/content differentiation 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Small Group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day
Science	<ol style="list-style-type: none"> 1. Guided reading in content areas 2. Text based 	<ol style="list-style-type: none"> 1. Small group 2. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day

	<p>discussions</p> <ol style="list-style-type: none"> 3. Shared/Interactive writing 4. Process/product differentiation 	<ol style="list-style-type: none"> 3. Small group 4. Small group 	<ol style="list-style-type: none"> 3. During the school day 4. During the school day
Social Studies	<ol style="list-style-type: none"> 1. Guided reading in content areas 2. Text based discussions 3. Shared/Interactive writing 4. Process/product differentiation 	<ol style="list-style-type: none"> 1. Small group 2. Small group 3. Small group 4. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day 4. During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) (4)	<ol style="list-style-type: none"> 1. Talk and play sessions out of the classroom 2. Support in the classroom 	<ol style="list-style-type: none"> 1. Small group and 1:1 2. Small group and 1:1 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

100% of teachers currently employed at our school are highly qualified as defined by NCLB.

Strategies for recruitment, retention and support for High Quality professional development include:

- Teachers on the 'hiring committee' and administrators jointly conduct interviews and observe demonstration lessons of prospective new hires. Criteria for selection and decisions are made on a collaborative basis among committee members.
- School climate surveys are conducted at least three times during the school year to monitor moral and bring to the surface things that are working well or concerns staff may have.
- The principal meets with the UFT consultation team quarterly to discuss and act upon concerns.
- Teachers were afforded the opportunity to apply for reimbursement for course work that would lead to permanent certification, but none applied. The 5% Set Aside will be used to fund a consultant to work with teachers in the classroom to refine reading instruction.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) **(A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 Teacher 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;

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. In order to coordinate federal, state and local services with the strategies and activities to achieve this goal, our parent coordinator is in close contact with families of children who attend our school. 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:

- consistent outreach to families concerning attendance and special events allow us to monitor the 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 counselor and the parent coordinator.
- 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;

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

- parents participating in monthly classroom involvement activities called Children-At-Work. These are 50 minute periods held at the beginning of the school day in which they observe and participate in lessons alongside their child. A minimum of two Children-At-Work sessions will focus on reading instruction using the Journeys program.
- Principal presenting an overview of the Journeys program to parents at the September PTA meeting.
- Focusing on student data, which will include unit tests from the Journeys reading program at the February Children-At-Work.
- Providing individual reading progress data to parents four times during the year, through quarterly progress reports.
- Facilitating parent trainings on supporting good reading habits at home and adult literacy by parent coordinator.
- Distributing parent newsletters describing goals and activities for reading each quarter.
- 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;
- Distributing Parent Hand Book in September informing parents about parent events and other important dates.
- 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Early Childhood Discovery and	DBN: 03M185
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 16 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # 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:

-Vocabulary and language development strategies.

-Developing the use of academic language in speaking/listen, reading and writing.

-Ensuring assessment tasks are appropriate to student's language development level.

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 Journeys texts. 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 teachers to support content using E.S.L. methodologies to scaffold vocabulary and language development.

Title III funds will be utilized to implement a supplemental after school program to support language development and NYSESLAT preparation. The Supplemental After School Program will be offered to the English Language Learners and ten additional students who passed the NYSESLAT last year (a total of 26 students will be invited to attend). The additional support for the ten additional students will focus on developing deeper learning in comprehension and vocabulary. The classes will be offered on Mondays and Wednesday, two times per week for 12 weeks. The students will be grouped in two groups (Kindergarten and First Grade and First and Second Grade) for instruction by levels of proficiency. Two teachers will support the students in literacy while scaffolding their language development and NYSESLAT preparation, one teacher is certified ESL and the other teacher in Common Branches/Special Education. The third teacher, a certified Bilingual/ESL teacher, will support the Special Education/Common Branches teacher and ESL teacher for a 60min period/two times per week to scaffold on the language and build upon literacy skills through small group instruction. The third teacher will also alternate between the two classes, supporting each class for 60 minutes each day. The learning activities will be infused as part of the supplemental program such as: accountable talk, journal writing, problem solving activities, hands on content area projects aligned to school-wide thematic units of

Part B: Direct Instruction Supplemental Program Information

study. In addition, the Supplemental After School Program will help students become more independent with each pillar of literacy 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 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 try out new language skills in discussions. Teachers will monitor good discussion and questioning techniques. Good discussion and reflective thinking strategies will be modeled and practiced with students. Approximately 16 children in beginning, intermediate and advanced in the NYSESLAT and LAB-R will be targeted for this instructional program. An additional ten students who passed the NYSESLAT last year will be part of the Supplemental After School Program to continue to strengthen and build their language skills, a total of 26 students. 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 March and end in May.

At this time, we are prepared to include more 21st Century Technology strategies to increase student achievement. Teachers have received training in SMART Board Technology and a variety of online resources. Also, we recently upgraded to Broadband access in the building. We will use Title III funds to support the use of technology to increase ELL student performance and achievement.

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 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

Part B: Direct Instruction Supplemental Program Information

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. Classroom teachers have SmartBoards in their classrooms for use of visuals and total physical response activities.

b. Teachers use Ipads with their students to promote vocabulary development.

c. Spanish leveled fiction and non-fiction library in the ESL classroom

d. Implementation of school-wide thematic units of study developed by teachers for language and concept immersion.

e. Hands-on daily activities in the Listening and Technology centers.

f. Journeys' literacy component for ELL. Including leveled vocabulary and language development books, vocabulary flash cards and progress monitoring assessments.

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.

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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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Staff and ESL teacher will attend D.O.E. and network meetings and turnkey for additional staff. Professional development will be provided on-site and at various other sites to meet the 7.5 hours of Professional Development days and after school in ESL methodologies and best practices. Professional Development around the increased use of academic language and instructional scaffolds will be the main focus for all teachers. Professional Development will be provided to teachers of ELLs by NYU consultant to build on key strategies to build on academic language.

Nov. 2012- Using NYSESLAT and LAB-R Results to Plan Instruction

Dec.2012 - May 2011 - Academic Intervention for ELLs to meet CCLS standards

Feb. 2013-Strategies for ELLs in Language Development

Mar. 2013- Promotional Criteria for ELLs

Offered by Milady Baez, NYU Consultant

-Strategies for ELL and Language Development- 6.5 hours

-Strategies for ELLs -Guided Interaction and Assessment-6.5 hours

April 2013- Strategies for ELLs-Explicit Instruction and Meaning Bases Context-6.5hours

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

Part D: Parental Engagement Activities

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 is facilitated by Parent Coordinator
- 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: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Early Childhood Discovery and	DBN: 03M185
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 16
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
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:

-Vocabulary and language development strategies.

-Developing the use of academic language in speaking/listen, reading and writing.

-Ensuring assessment tasks are appropriate to student's language development level.

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 Journeys texts. 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 teachers to support content using E.S.L. methodologies to scaffold vocabulary and language development.

Title III funds will be utilized to implement a supplemental after school program to support language development and NYSESLAT preparation. The Supplemental After School Program will be offered to the English Language Learners and ten additional students who passed the NYSESLAT last year (a total of 26 students will be invited to attend). The additional support for the ten additional students will focus on developing deeper learning in comprehension and vocabulary. The classes will be offered on Mondays and Wednesday, two times per week for 12 weeks. The students will be grouped in two groups (Kindergarten and First Grade and First and Second Grade) for instruction by levels of proficiency. Two teachers will support the students in literacy while scaffolding their language development and NYSESLAT preparation, one teacher is certified ESL and the other teacher in Common Branches/Special Education. The third teacher, a certified Bilingual/ESL teacher, will support the Special Education/Common Branches teacher and ESL teacher for a 60min period/two times per week to scaffold on the language and build upon literacy skills through small group instruction. The third teacher will also alternate between the two classes, supporting each class for 60 minutes each day. The learning activities will be infused as part of the supplemental program such as: accountable talk, journal writing, problem solving activities, hands on content area projects aligned to school-wide thematic units of

Part B: Direct Instruction Supplemental Program Information

study. In addition, the Supplemental After School Program will help students become more independent with each pillar of literacy 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 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 try out new language skills in discussions. Teachers will monitor good discussion and questioning techniques. Good discussion and reflective thinking strategies will be modeled and practiced with students. Approximately 16 children in beginning, intermediate and advanced in the NYSESLAT and LAB-R will be targeted for this instructional program. An additional ten students who passed the NYSESLAT last year will be part of the Supplemental After School Program to continue to strengthen and build their language skills, a total of 26 students. 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 March and end in May.

At this time, we are prepared to include more 21st Century Technology strategies to increase student achievement. Teachers have received training in SMART Board Technology and a variety of online resources. Also, we recently upgraded to Broadband access in the building. We will use Title III funds to support the use of technology to increase ELL student performance and achievement.

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 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

Part B: Direct Instruction Supplemental Program Information

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. Classroom teachers have SmartBoards in their classrooms for use of visuals and total physical response activities.
- b. Teachers use Ipads with their students to promote vocabulary development.
- c. Spanish leveled fiction and non-fiction library in the ESL classroom
- d. Implementation of school-wide thematic units of study developed by teachers for language and concept immersion.
- e. Hands-on daily activities in the Listening and Technology centers.
- f. Journeys' literacy component for ELL. Including leveled vocabulary and language development books, vocabulary flash cards and progress monitoring assessments.

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.

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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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Staff and ESL teacher will attend D.O.E. and network meetings and turnkey for additional staff. Professional development will be provided on-site and at various other sites to meet the 7.5 hours of Professional Development days and after school in ESL methodologies and best practices. Professional Development around the increased use of academic language and instructional scaffolds will be the main focus for all teachers. Professional Development will be provided to teachers of ELLs by NYU consultant to build on key strategies to build on academic language.

Nov. 2012- Using NYSESLAT and LAB-R Results to Plan Instruction

Dec.2012 - May 2011 - Academic Intervention for ELLs to meet CCLS standards

Feb. 2013-Strategies for ELLs in Language Development

Mar. 2013- Promotional Criteria for ELLs

Offered by Milady Baez, NYU Consultant

-Strategies for ELL and Language Development- 6.5 hours

-Strategies for ELLs -Guided Interaction and Assessment-6.5 hours

April 2013- Strategies for ELLs-Explicit Instruction and Meaning Bases Context-6.5hours

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

Part D: Parental Engagement Activities

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 is facilitated by Parent Coordinator
- 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: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		