



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE NEW YORK CITY ACADEMY FOR DISCOVERY- PS306Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q306

PRINCIPAL: JENNIFER FLANDRO **EMAIL:** JFLANDR@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MICHELE LLOYD-BEY**

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](#).

Directions:

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
Jennifer Flandro	*Principal or Designee	
Kathryn Pantaleo	*UFT Chapter Leader or Designee	
Alejandra Sanchez	*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>)	
Robert Albino	CBO Representative, if applicable	
Jimmy Kalamaras	Member/ CSA- Assistant Principal	
Julie Moritz	Member/ UFT- Teacher	
Pamela Fox	Member/ UFT- Teacher	
Maribel McDaniel	Member/ PA Co-President/ Parent	
Gina Madera	Member/ Parent	
Judy Legendre	Member/ Parent	
Gloria Palau	Member/ Parent	

** 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

Students will be able to demonstrate fact fluency of grade-appropriate math computations as outlined in the Common Core Learning Standards for Math.

By June 2013, a minimum of 90% of all students will have mastered the fact fluency component of the CCLS Math standards as measured by grade level fact fluency quizzes.

Comprehensive needs assessment

Evidence from formal assessments (Acuity, Predictives, Everyday Math Unit Assessments) as well as feedback from teachers in conversations about Common Core State Standards revealed to us that students did not have mastery of math facts for their grade level. In order for students to be successful in solving word problems and multi-step problems in Math, they need to have fact fluency. This would allow them to attend to solving the problem as opposed to concentrating on computation, which may distract them from fully understanding the problems that are posed.

Instructional strategies/activities

After participating in professional development sessions about Common Core-aligned Mathematics instruction, teachers will collaboratively create and/or identify grade level fact quizzes to match grade level fact objectives.

Teachers will incorporate fact fluency quizzes regularly in their teaching across units to monitor and assess student progress towards meeting the goals.

Teachers will be supported in developing instruction that allows students to understand concepts and develop speed and accuracy with core functions.

At least three PD opportunities, including PD during our Summer Institute, faculty conferences, and weekly PLC time, will address best practices for improving students' fact fluency and memorization.

A school level team will monitor school-wide progress toward this goal.

Intervention approaches, including small group practice, computer software, and ipad applications, will be used as needed to support students who are struggling to master the required fluencies for the grade.

A minimum of 1-2 Extended Day classes will be formed specifically for students who need additional support to master their grade's expected fluencies.

Student quizzes will show that 90% of students score at 90% or higher on quizzes requiring students to demonstrate mastery of the grade's required fluencies.

PD Agendas and sign in sheets will provide evidence of the PD opportunities provided to teachers.

Strategies to increase parental involvement

This goal was also strategically chosen because every family can help their child to learn their math facts. All families were informed of the grade level expectation for fact fluency during *Meet the Teacher Evening*, and received feedback from teachers during Parent Teacher Conferences regarding their child's progress towards this goal.

As per our PIP, parental involvement in this area is also being increased through: Curriculum night, Parent Test prep Workshops, Math & Science Night and Coffee with the Principal.

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 _____ Title III _____ Grants _____ Other

If other is selected describe here: NYSTL software

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds will be used to support teacher PD (per-session and per-diem) as well as to purchase instructional materials and software that support this goal.

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

School staff members will design and establish a school-wide PBIS (Positive Behavioral Intervention System) to set norms for a safe and respectful school environment.

By June 2013, we will have created a PBIS core team that meets at least two times per month. This team will:

- Administer the PBIS baseline survey and analyze the results.*
- Develop a PBIS Needs Assessment Report with identified areas of focus.*
- Create a PBIS action plan with goals, strategies, and a timeline for implementing PBIS.*

As a result student behaviors will improve as evidenced by a decrease in office referrals for student misbehavior.

Comprehensive needs assessment

While discipline issues are not a big problem in our school, feedback from teachers and administration showed that our school lacked formal school-wide procedures to address discipline from a positive perspective. This was corroborated by our school survey, where teachers rated the level of support they receive for disciplinary issues lower than other categories. In previous years, our approach to discipline has been reactive. We found that this approach is not uniformly effective for all students. After being introduced to the idea of Positive Behavior Interventions and Supports (PBIS), we decided that we needed to be more explicit in our expectations for student behavior and that we needed to be more proactive to support behavioral improvements in our students.

Instructional strategies/activities

- We will create a PBIS inquiry team.*
- The PBIS Team will meet at least twice per month from October through June. Four members of this team will attend the PBIS Institute offered by our CFN.*
- The PBIS Team will facilitate a whole-school survey and needs assessment for PBIS and report findings to the staff.*
- The PBIS Team will meet to design strategies and interventions to meet school-wide PBIS goals.*
- The team will also design a data gathering system to determine effectiveness of PBIS.*

Strategies to increase parental involvement

- The PBIS Team will survey parents to learn from them what they feel are some areas of concern for student discipline.*
- As per our PIP, parental involvement in this area is also being increased through information shared at PA meetings, SLT meetings, and Coffee with the Principal. Parents will also see PBIS related rules and regulations posted in the school in hallways and classrooms.

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 _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax-levy per-session funds will be used to pay for teacher per-session for PBIS meetings. It will also be used for per-diem when the teachers attend PBIS training offered by the network. Because we are conceptually consolidated, Title I funds will be used to purchase supplies to implement PBIS.

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

Students will experience vocabulary-rich units of study across disciplines (math, science, social studies, literacy, arts, and PE) that are aligned to Common Core Learning Standards, including Language Standard 6.

By June 2013, all students will have completed a minimum of four Common Core-aligned instructional task units of study that require them to acquire and accurately use general academic and domain-specific words and phrases.

Comprehensive needs assessment

Evidence from walkthroughs and observations revealed that there was great variation in student use of grade level vocabulary in writing and in discussions. Across all classes we found evidence of a handful of students that had precise oral expression and were able to use vocabulary learned both in and outside of instruction. Other students had very limited oral expression and were unable to use and apply the vocabulary presented during instruction. Because we know vocabulary use and acquisition is crucial for in-depth comprehension and long term retention of information, we chose vocabulary exposure and acquisition as a focus area.

Instructional strategies/activities

- *Review CCLS-aligned units of student to ensure that tier II and III words have been identified as part of the planning process.*
- *Form an academic language inquiry team that will meet bimonthly to develop and implement strategies for facilitating students' acquisition and accurate usage of general academic and domain-specific words and phrases. This team will pilot vocabulary teaching models and share with staff.*
- *Create a teacher book study group that will focus on teachers' use of language.*
- *Conduct walkthroughs four times per year (collecting baseline, formative, and summative data) and share feedback with individual teachers and the school as a whole.*
- *Provide PD related to Academic Language at least three times during the school year.*
- *Create a professional development handout outlining effective vocabulary teaching strategies.*

Teachers will receive low-inference data and feedback regarding their instruction and use of academic language from at least one formal and one informal observation per year conducted by a supervisor.

Strategies to increase parental involvement

- The school will provide parents with a workshop that is focused on providing parents with strategies for exposing their children to new vocabulary and engaging their children in discussions where they can use the vocabulary they've learned.

As per our PIP, parental involvement in this area is also being increased through Family Literacy Night, ESL Parent Workshops, Coffee with the Principal, PA Meetings and Parent Test Prep Workshops.

Budget and resources alignment

- Indicate your school's Title I status: 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 Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax levy funds were used to pay for teacher training in August.

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

Teachers will clearly convey learning outcomes to students and provide feedback to students regarding whether their work is on-track to meet these learning outcomes and, if not, what steps they can take to improve.

By June 2013, 75% of teachers will show improved practice in setting learning objectives and providing feedback to students on formative evaluations as measured by Danielson Component 1E: Designing Coherent Instruction and Component 3D: Using Assessment in Instruction.

Comprehensive needs assessment

- Evidence from walkthroughs and cycles of observations revealed that students were not always clear about the learning objectives for lessons or for units. Across the school we found that students could not always articulate the objective of the lesson and were unsure as to why the learning they were doing was important. In addition to this, there was wide variation in the display of learning objectives in each classroom. There was also wide variation in students knowing what their short term and long term goals were in their work. Because we know that students need to be clear about levels of standards for their work and performance, we knew we need to create a goal that would emphasize giving clear and specific feedback to students about their work and their learning goals.

Instructional strategies/activities

- *School Leaders will provide targeted professional development on setting objectives and providing feedback.*
- *All teachers will read and apply the chapter on setting objectives and providing feedback in Marzano's Classroom Instruction That Works*
- *During at least four PLC meetings per year, teachers will bring and share tools used to formatively assess student learning and understanding.*
- *At least two faculty conferences (October and January) will be devoted to developing strategies to use assessment in instruction. Following this conference, teacher teams will conduct peer intervisitations and provide formative feedback aligned with Danielson component 3D.*
- *Teacher lesson plans will be collected and objectives reviewed against Danielson Component 1E at least twice per year.*

Strategies to increase parental involvement

- Feedback provided to students during instruction will also be available to parents.

As per our PIP, parental involvement in this area is also being increased through Family 15th sessions and classroom celebrations where parents will be able to see student work that is graded against a rubric and that had feedback that has been provided to students.

Budget and resources alignment

- Indicate your school's Title I status: 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 Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds will be used to support our Teacher Effectiveness Team, who will work to implement the Danielson Framework. Tax levy funds will also be used to support supplemental PD.

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	Leveled Literacy Intervention (LLI) program	Small Group 4 students (3 rd Grade)	During the school day
	Reading & Writing Strategy Interventions/ Guided Reading	Small Group 14 students 2 3 rd graders 5 4 th graders 7 5 th graders	During the school day
	Reading/ Writing Intervention	Small Groups 10 Kindergarten 20 1 st graders 27 2 nd graders 34 3 rd graders 21 4 th graders 12 5 th graders	Extended Day
	ESL After-school	40 students Various grades	After-School (Mondays and Fridays)
Mathematics	Math Intervention	Small Groups 10 Kindergarten 4 1 st graders 9 2 nd graders 19 3 rd graders 16 4 th graders 8 5 th graders	Extended Day

Science	Hands-on Lab Skill Sessions	Small Group 16 4 th graders	Extended Day
Social Studies	Small group classroom-based interventions	15 4 th and 5 th graders	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small Group 1 1 st grader 2 2 nd graders 10 3 rd graders 8 4 th graders 4 5 th graders	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.

All our staff members are highly qualified and are properly certified to teach in their appointed positions. When recruiting teachers for vacancy positions, we only select teachers with certifications to match our vacancies. When a teacher already in the building needs to change their position, we make sure that the teacher takes appropriate coursework to meet the certification requirements for their new certification area.

**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.

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

PARENTAL INVOLVEMENT PLAN

Vision:

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

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

A welcoming environment

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

Programs and activities to engage families in improving student achievement

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

Strong relationships between teachers and families

- Parent orientations for all grades
- Translators made available
- Back to School, Family 15th, Go Green Night, Parent-Teacher Conferences, Progress Reports and Report Cards keep the lines of communication open between parents and the school, curriculum night.
- Weekly/ Monthly parent newsletters informing parents of weekly academic class goals
- Monthly cluster newsletter to inform parents of Music, Drama and Science Instruction
- Parents encouraged to accompany students on class trips
- Parents are invited to come in and celebrate students' writing projects
- Monthly Classroom Observation during Family 15th and Open School Week

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

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

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

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

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

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

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

spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

SCHOOL-PARENT COMPACT

P.S. 306 Q, The New York City Academy for Discovery, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESCEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
We use the Everyday Math Program in grades Pre-K through Third grade. We teach Literacy following the Balanced Literacy approach, integrating Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Shared Writing, Interactive writing, Making Meaning, and Being a Writer Writing Workshop to allow students to develop their literacy skills. These programs and approaches support all learning styles and levels of development. We provide ESL services for English Language Learners through the use of certified ESL teachers. Our school provides ESL services using pull-out, push-in and content area integration in Science. We follow the CR Part 154 Mandates/ No Child Left Behind guidelines. All lessons are standard based following the NYS standards, and all students are held accountable for working towards meeting or exceeding these standards. In addition we use data to identify struggling students and we provide SETSS and AIS programs to help provide support.
2. Hold parent-teacher conferences at least two times a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in mid-November 2009 in both the afternoon and evening as well as in mid-March 2010, both afternoon and evening.
3. Provide parents with frequent reports on their child's progress. Report cards will be sent home three times per year (November, March, June). Periodic Assessment results in both Math and Literacy will be sent home between Report Card cycles to keep parents informed of their child's progress. Parents will have the opportunity to review the portfolios of student work during Parent Teacher Conferences and upon request.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Back to School Night, Parent Teacher Conferences, and parents may also meet with teachers upon request as needed. In addition, through Parent Association meetings, orientation meetings, curriculum letters, ongoing conferences between teachers, administrators, and parents, curriculum area workshops and a monthly calendar of special events and reminders.

5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can train to become Learning Leader volunteers and help in the classroom or around the school as needed, or they can accompany their child's class on class trips as a volunteer assisting the teacher. In mid-November, Open School Week provides an opportunity to visit their child's classroom to observe classroom activities. Parents are also encouraged to attend monthly Attendance Assemblies, student performances, writing celebrations and monthly Open school days called Family 15.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy and involve parents in the joint development of the School wide Program, in an organized, ongoing, and timely way. The School Leadership Team currently consists of 50% parent participation. The team meets once a month to discuss school concerns and progress. Our Parent Coordinator provides parent workshops and meetings to encourage and facilitate parental involvement. Parent Association meetings take place monthly where school policies and parental involvement events are discussed. The Parent's Association Board also meets quarterly with the Principal to discuss PA and school policies.
7. Hold an annual meeting to inform parents of the school's participation in Title I.
8. On the request of parents, we provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Parent Responsibilities

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

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

Student Responsibilities – Grades K – 5

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

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

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.

**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 Charles Amundsen	District 27	Borough Queens	School Number 306
School Name NYC Academy For Discovery			

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

Principal Jennifer Flandro	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Kerry Maguire	Guidance Counselor N/A
Teacher/Subject Area Diana Paquin, Third Grade	Parent
Teacher/Subject Area Kaitlyn Comastri, First Grade	Parent Coordinator Yolanda Sandoval
Related Service Provider N/A	Other N/A
Network Leader Jean McKeon	Other N/A

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	3	Number of certified bilingual teachers	0	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	1	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	359	Total Number of ELLs	50	ELLs as share of total student population (%)	13.93%
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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. 

ELL Identification

Our school follows the routine system of ELL identification beginning with the administration of the Home Language Identification Survey (HLIS) to every incoming student who is new to the DOE. The HLIS is administered by a trained pedagogue who uses translated HLIS forms from the DOE website and conducts the oral interview in English or the native language to determine LAB-R eligibility using the DOE translation unit for any languages in which direct translation is unavailable. The staff members who currently administer the HLIS screening and LAB-R are our ESL teachers Kerry Maguire (English only), Amy Felix (Speaks English and Spanish), Jimmy Kalamaras (Speaks English, Spanish, Italian, and Greek) and Laura Curiale (English only). Completed HLIS are signed by the pedagogue who administered it and each HLIS has a completed language code. Once a student is identified as LAB-R eligible that student is administered the assessment within 10 days of admission. Additionally if that student's dominant language is determined to be Spanish, the Spanish LAB will also be administered by ESL staff as well. Results of the LAB-R determine student eligibility with our ESL program. Once a student is identified as an ELL by the aforementioned process, and parent choice of programming is initiated through the use of entitlement letters, parent surveys, and outreach from our parent coordinator within 10 days of enrollment. Entitlement is reflected in the checked box on the HLIS and copies of completed HLIS are placed in our compliance binder and stored in a secure location.

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

Parent Choice Letters were sent home to parents along with a letters informing them about the Parent Orientation meeting once this year. Parent letters were sent home informing parents of their child's Lab-R score and qualification for language services. Letters sent home were translated in the native language of the parent and indicated a clear time and date of the meeting regarding their child's placement, which was also conducted in the parent's native language using the DOE translation video and translation and interpretation unit to supplement in the event that a trained pedagogue can not speak the home language.

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

In the past our parent trends have indicated a desire for a Freestanding ESL program. Currently no trends have been apparent indicating a desire for transitional bilingual services or dual language programming as currently data indicates only three parents indicated a desire for dual language and only three parents indicated a desire for bilingual programming out of our entire ESL population. A second round of parent choice letters will be sent to parents of any new students for whom a response is not on file to obtain further information. This information is plugged into ATS under the ELPC function. Entitlement, continued entitlement, non-entitlement and non-entitlement transitional letters are then signed by parents and collected by ESL staff to ensure clear communication regarding ESL programming for the year. Entitlement, continued entitlement, non-entitlement, non-entitlement transitional letters are filed and stored

in our ESL data binder in a secure location. Once identified as an ELL or continuing ELL, that student will immediately begin receiving instruction with our ESL program consistent with mandated minutes based on data results of the student's language level of beginner, intermediate or advanced. This instruction culminates with the annual assessment for all ELL students within our population: the NYSESLAT exam. Student eligibility for the NYSESLAT exam is determined by ATS RLAT reports. Over the course of the required testing period ELL students will be administered all sections of the NYSESLAT exam consistent with ELL testing procedures. NYSESLAT testing is conducted by trained ESL Staff: Kerry Maguire, Jimmy Kalamaras, Amy Felix, and Laura Curiale. During the testing window all documents will be stored in a safe and secure location available only mandated staff. Once testing data is submitted and returned by the state the subsequent school year, data will be analyzed and used in an effort to continually support our ELL population through targeted instruction. In addition, this data is shared with parents through workshops and letters home in our efforts towards clarity in the process and progress of the ESL program and the outcomes specific to their child and signed letters are collected to acknowledge parent receipt of this information. This data and the signed letters are also included as part of our compliance binder.

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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	2	3	4										12
Total	3	2	3	4	0	0	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	1	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. [i](#)

	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	49	0	8	1	0	0	0	0	0	50
Total	49	0	8	1	0	0	0	0	0	50

Number of ELLs in a TBE program who are in alternate placement: FORMTEXT0

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 FORMTEXT														0
Russian FORMTEXT														0
Tagalog FORMTEXT														0
Haitian FORMTEXT														0
Arabic														0
Italian FORMTEXT														0
French FORMTEXT														0
Korean														0
Yiddish FORMTEXT														0
Polish FORMTEXT														0
German FORMTEXT														0
Russian FORMTEXT														0

ELLs by Subgroups													
	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	Total			
her FORMTEXT XT													0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
inese FORMTEXT																			0	0
ssian FORMTEXT																			0	0
rean FORMTEXT																			0	0
itian FORMTEXT																			0	0
ench FORMTEXT																			0	0
her FORMTEXT																			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
inese FORMTEXT									0	0
ssian FORMTEXT									0	0
rean FORMTEXT									0	0
itian FORMTEXT									0	0
ench FORMTEXT									0	0
her FORMTEXT									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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	10	14	4	7	2									37
inese FORMT EXT3	1												4	
ssian FORMT EXT													0	
ngali FORMT EXT1		1											2	
du FORMT EXT			1										1	
abic FORMT EXT	2	1											3	
itian FORMT EXT													0	
ench FORMT EXT													0	
rean FORMT EXT													0	
njabi FORMT EXT													0	
lish FORMT EXT													0	
banian FORMT EXT													0	
her FORMT EXT1			2										3	
TAL FORM TEXT =eslspa k+eslchi k+eslru sk+eslb enk+esl urdkd +eslara k+eslha ik+eslfr	17	6	10	2	0	35								

Freestanding English as a Second Language

ek+eslk ork+esl punk+e slpolk+ eslabk +esloth k !Syntax Error, ESLSP AK0													
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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?

Program Model Description

PS 306 has a free-standing ESL program. Our certified ESL teachers provide instruction to ELLs. The program fully serves all eligible students. The ESL teachers implement ESL methodologies that support language development in listening, speaking, reading and writing for early childhood students. ESL students are regrouped in the ESL classroom at designated times based on their proficiency levels to work on literacy during the allocated time. The ESL teachers work in partnership with the classroom teachers to support content specific ESL instruction that aligns with classroom activities and curriculum goals. Intervention in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher collaboration and the ESL inquiry team to isolate skills and develop strategies based on the standards within each area and by grade such as common core standards or everyday math standards. For example each month ESL teachers and teachers of ELL's develop a language and literacy based objectives using a combination of content area

A. Programming and Scheduling Information

standards and observations of ELL students to drive their focus and these objectives are carried on throughout the day within each content area. Each program area has supplemental leveled or hands on materials that are ELL inclusive and ESL teachers may introduce adaptive materials based on student level and need such as different tiers of vocabulary, bilingual resources within that content area or native language vocabulary support such as isolating relevant cognates.

Programming and Scheduling Information

Our school is operating a “push-in” ESL model based on the mandated minutes of our ESL students when taking into account NYSESLAT level. Language learners in each grade are grouped into one class generally to increase productivity. The continued collaboration of classroom and ESL teachers makes supporting language learners with a range of ability possible. The breakdown of ELL's per grade is as follows: 15 K (10 Spanish, 3 Chinese, 1 American Sign Language, 1 Bengali) 18 1st (14 Spanish, 2 Arabic, 1 Chinese, 1 Bengali), 6 2nd (4 Spanish, 1 Bengali, 1 Arabic), 10 3rd (7 Spanish, 1 Portuguese, 1 Urdu, 1 Mandarin) , 3 4th (3 Spanish). Schedules are coordinated with classroom teacher support to insure that instructional time adheres to mandated minutes allocated to each ELL student based on language level: beginner and intermediate ELLs receive 360 minutes a week of ESL instruction broken down into eight periods and Advanced ELLs receive 180 minutes of ESL instruction broken down into four periods. Student language levels listed below are based on LAB-R/NYSESLAT results and designated as beginner (B), intermediate (I) or advanced (A) with grade 1,2,3,4. SEE CURRENT SCHEDULES BELOW.

ESL Teacher 1

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:59	3/4 B/I	3/4 B/I	2B/I	3/4 B/I	3/4 B/I
9:00 – 9:44	3/4				
B/I & A	3/4				
B/I & A	2				
B/I & A	3/4				
B/I & A	3/4				
B/I & A					
9:45 – 10:29			2 B/I	K B/I	K B/I
10:30 – 11:14	2				
B/I & A	K				
B/I & A		K			
B/I & A	K				
B/I & A	K				
B/I & A					
11:20 – 12:04	Lunch	Lunch	Lunch	Lunch	Lunch
12:05 – 12:49		1 B/I		1 B/I	1 B/I
12:55 – 1:39	1				1 B/I
B/I & A	1				
B/I & A	1				
B/I & A	1				
B/I & A	1				
B/I & A					
1:40 – 2:24	Prep	Prep	Prep	Prep	Prep
After-School		I	I		

ESL Teacher 2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:59	3 B/I	3 B/I	SETSS (2)	3 B/I	3 B/I
9:00 – 9:44	3				
B/I & A	3				
B/I & A PREP (w/2)		3			
B/I & A	3				
B/I & A					
9:45 – 10:29	B (4th)	K B/I	K B/I	K B/I	K B/I
10:30 – 11:14	SETSS (4)		K		
B/I & A	K				
B/I & A	K				
B/I & A	K				
B/I & A					
11:20 – 12:04	SETSS (2)		LUNCH	LUNCH	LUNCH
			SETSS (2)		

A. Programming and Scheduling Information

12:05 – 12:49	LUNCH	PREP	PREP (w/K)	PREP	LUNCH
12:55 – 1:39	PREP	SETSS (4)	SETSS (4)	B	SETSS (4)
1:40 – 2:24	2B	2B	2B	SETSS (4)	2B
After-School		B	B		

Plans for SIFE
Not applicable

Plans for Long Term ELLs

As our school is fairly young within the DOE, as we begin our fourth year of development we are encountering the issue of long term ELLs who are also reaching their fourth year of service within the ESL program. Once the long term ELLs are identified, testing data from the prior year is analyzed to develop a plan for enrichment based on the factors that impact that student's achievement:

Long term ELLs who have not met adequate performance in listening, speaking, reading, and writing based on last years NYSESLAT exam will benefit from additional support in conjunction with the collaborative ESL model initiated this year during ESL in class enrichment periods lasting 45-90 minutes depending on mandates. Such support consists of ESL and classroom teacher planning and collaboration using the Making Meaning reading, writing, and vocabulary programs and differentiation of these materials for ELL students, parent participation through workshops developed to expand on NYSESLAT results and trends, common core standards utilization, increased frequency of growth tracking of reading levels using Fountas and Pinnell running records, on demand writing pieces and analysis of electronic data tracking to observe trends and develop individualized students goals for literacy and ESL, double dose guided reading/guided writing, AIS intervention to develop any weaknesses in the areas of phonemic awareness, phonics, vocabulary, fluency and oral expression, written ideas, conventions, organization, voice, word choice, sentence fluency, and presentation, Imagine Learning software that targets literacy specifically for ESL students, literacy through content area instruction during cluster periods, and after-school No Child Left Behind and Title III programming to target literacy goals.

ELL Students with Disabilities

Students who continue to receive ESL programming based on IEP recommendations will do so due to the recommendations of service providers and members of the IEP planning and support team based on goals set by services providers during annual IEP meetings. ESL support will be monitored through SESIS and service providers will call in and track attendance to ensure students continue to receive ESL programming based on IEP recommendations and federal ESL mandates. Students will benefit from the collaborative ESL model initiated this year during ESL in class enrichment periods lasting 45-90 minutes depending on mandates. In addition ESL service providers will develop SMART goals for ESL students with IEPs based on information found on SESIS and collaboration with the other service providers who make up that students IEP planning and support team. In addition the school is taking initiatives to make sure that ESL teachers become part of the IEP service team and have access to SESIS to ensure that ELL students with disabilities receive mandated services developed during annual meetings. By being part of the process ESL teaches will be able to navigate IEPs and recognize which sections indicate specific services and goals related to those services. For example, our ESL teachers were able to recognize the IEPs that mandated bilingual instruction in the content areas and our school is in the process of getting bilingual paraprofessionals to assist those students. By being apart of the IEP team ESL teachers will be able to coordinate their schedules with other service providers to ensure that there is no conflicting schedules that disrupt the services mandated to our ELLs with IEPs.

Plans for Newcomers

We welcome and embrace newcomers by placing them in a setting that is nurturing and allows them to have a successful transition in the academic environment. Students are grouped appropriately with other students who are not only on their level but students who are able to encourage and support them in acquiring the English language. Our ability to measure a ELL's strengths and weaknesses and assist even before they enter the school is contingent on Lab-R/NYSESLAT data. Once a newcomer is identified through Lab-R testing or as having a NYSESLAT score, raw score analysis would allow us to target strategies appropriate for that student's language level in the areas of listening/speaking and reading/writing. In every case, once a student arrives at the school initial assessments will be given promptly and appropriately used to ascertain ability. Last years LAB-R data indicated a high number of incoming advanced students. Lab-R data for this year reveals that we have a large number of beginners and advanced ELLs with less intermediate. This will require strategic differentiation using the puch in model as these students have different language and time requirements within the same class environment. ELA instructors, ESL teacher, and classroom teachers will collaborate throughout the year to ensure that the special needs of each ELL is being addressed and met in the general education classroom setting. The work being done for the ELA is supplemented by the ESL teacher to make sure that it is accessible for our ELL's regardless of their language proficiency level or years of experience. For example, using ELA strategies as a template, incoming ELLs learn song and chants that scaffold the procedure of analyzing of reading passages and use context clues to gain meaning.

Plans for alternative placement in Special Education

Consideration for placement in Special Education is an exceptionally serious matter. This requires long term monitoring and

A. Programming and Scheduling Information

documentation process to collect a pattern of behavior. A plan with several AIS services and the use of diverse strategies in the classroom needs to be created and implemented to ensure that students are provided many opportunities to demonstrate what they know and can do.

Transition plans for students reaching proficiency

For students who are transitioning out of ESL, support is important. It is necessary for the classroom teacher to conference with the ESL teacher to ensure that the child is being fully supported this may include the ESL teacher continuing to serve the student or continuing taking part in supplemental programs such as Title III and Imagine Learning. Teacher planning and communication between the classroom teacher and the ESL teacher about the progress of the student will determine the best way to support the student for their next two years. In every case students are supported when they transition from one school level to another by using information from constant data supervision to inform staff working with that child of educational targets. In addition our staff is accustomed to setting rigorous goals to push students beyond the expected level, thereby giving them a head start. ELL's who reach proficiency on the NYSESLAT are given testing accommodations on state exams such as the ELA when applicable for two years after reaching proficiency.

CR Part 154 Mandates

As with the chancellors regulations we have ensured that our programs are in compliance with Part 154 to ensure that “no child is left behind.” The LAP team will monitor student progress. Students work with appropriate materials facilitated through school funding. The ESL classroom is a print rich environment. Students benefit from constant staff support and guidance to ensure maximum success. ELL’s continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programming including visuals arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Intervention in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher collaboration and the ESL inquiry team to isolate skills and develop strategies based on the standards within each area and by grade such as common core standards or everyday math standards. For example each month ESL teachers and teachers of ELL’s develop a language and literacy based objectives using a combination of content area standards and observations of ELL students to drive their focus and these objectives are carried on throughout the day within each content area. ELL students also have access to all services offered in the school setting such as guidance. While all students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology classes for the upper grades and Ipads with educational Apps, ELL students have Imagine Learning Software. Imagine Learning is an interactive supplemental program specifically for ELLs that assesses each students language level based on the four modalities and tailors a sequence of activities targeted to develop academic language. In addition to giving students feedback on their real time choices while practicing listening, speaking, reading and writing, this program also provides educators feedback about student growth and indicators to target or revisit. ELL students with disabilities also have access to adaptive technology such as boardmaker programs and those students with bilingual IEP mandates have access to Tranducelo Ahora technology to translate educational websites in addition to their bilingual paraprofessionals.

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

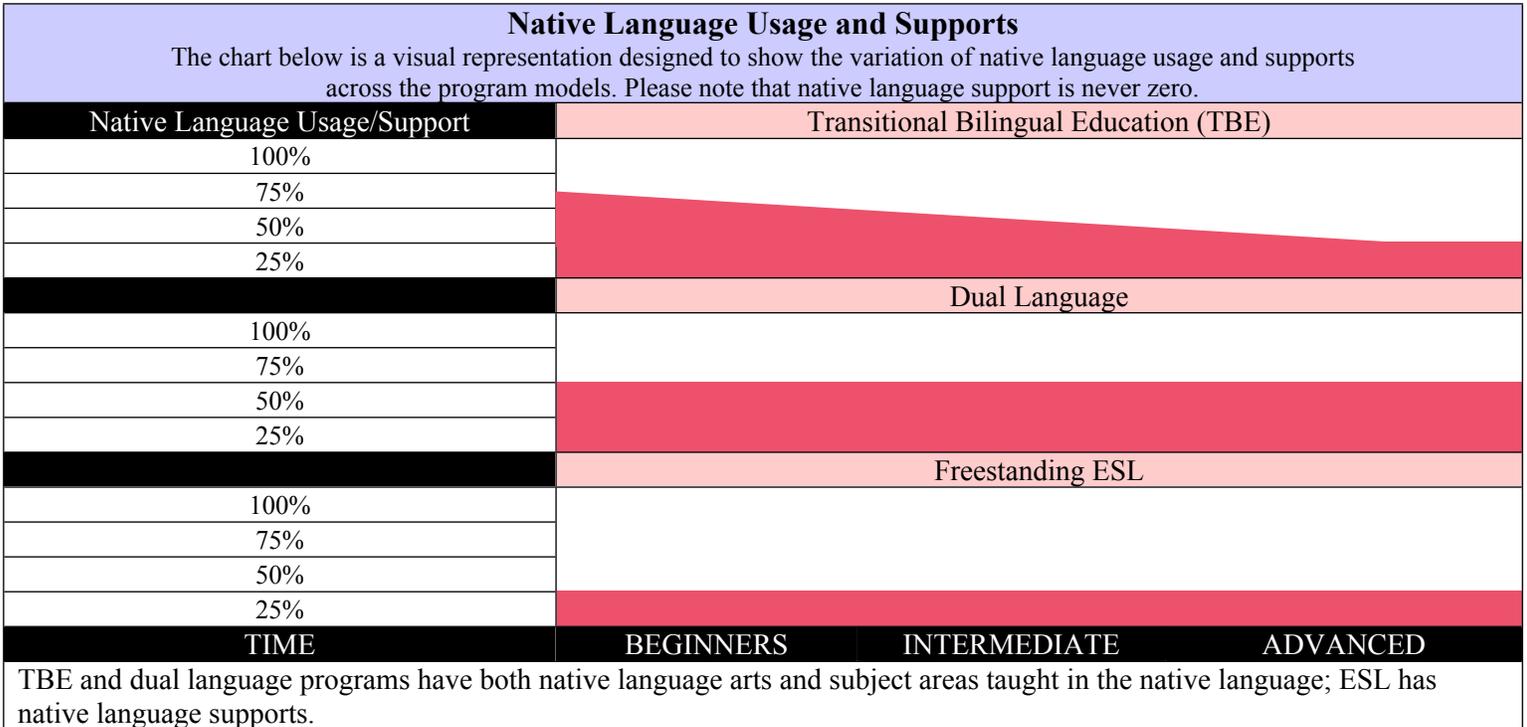
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:				
Math:				
Science:				

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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?

Program Model Description

PS 306 has a free-standing ESL program. Our certified ESL teachers provide instruction to ELLs. The program fully serves all eligible students. The ESL teachers implement ESL methodologies that support language development in listening, speaking, reading and writing for early childhood students. ESL students are regrouped in the ESL classroom at designated times based on their proficiency levels to work on literacy during the allocated time. The ESL teachers work in partnership with the classroom teachers to support content specific ESL instruction that aligns with classroom activities and curriculum goals. Intervention in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher collaboration and the ESL inquiry team to isolate skills and develop strategies based on the standards within each area and by grade such as common core standards or everyday math standards. For example each month ESL teachers and teachers of ELL's develop a language and literacy based objectives using a combination of content area standards and observations of ELL students to drive their focus and these objectives are carried on throughout the day within each content area. Each program area has supplemental leveled or hands on materials that are ELL inclusive and ESL teachers may introduce adaptive materials based on student level and need such as different tiers of vocabulary, bilingual resources within that content area or native language vocabulary support such as isolating relevant cognates.

Programming and Scheduling Information

Our school is operating a "push-in" ESL model based on the mandated minutes of our ESL students when taking into account NYESESLAT level. Language learners in each grade are grouped into one class generally to increase productivity. The continued collaboration of classroom and ESL teachers makes supporting language learners with a range of ability possible. The breakdown of ELL's per grade is as follows": 15 K (10 Spanish, 3 Chinese, 1 American Sign Language, 1 Bengali) 18 1st (14 Spanish, 2 Arabic, 1 Chinese, 1 Bengali), 6 2nd (4 Spanish, 1 Bengali, 1 Arabic), 10 3rd (7 Spanish, 1 Portuguese, 1 Urdu, 1 Mandarin) , 3 4th (3 Spanish). Schedules are coordinated with classroom teacher support to insure that instructional time adheres to mandated minutes allocated to each ELL student based on language level: beginner and intermediate ELLs receive 360 minutes a week of ESL instruction broken down into eight periods and Advanced ELLs receive 180 minutes of ESL instruction broken down into four periods. Student language levels listed below are based on LAB-R/NYSESLAT results and designated as beginner (B), intermediate (I) or advanced (A) with grade 1,2,3,4. SEE CURRENT SCHEDULES BELOW.

ESL Teacher 1

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:59		3/4 B/I	3/4 B/I 2B/I	3/4 B/I	3/4 B/I
9:00 – 9:44		3/4			
B/I & A	3/4				
B/I & A	2				
B/I & A	3/4				
B/I & A	3/4				
B/I & A					
9:45 – 10:29			2 B/I	K B/I	K B/I
10:30 – 11:14	2				
B/I & A	K				
B/I & A		K			
B/I & A	K				
B/I & A	K				
B/I & A					
11:20 – 12:04	Lunch	Lunch	Lunch	Lunch	Lunch

12:05 – 12:49	1 B/I				
12:55 – 1:39	1				
B/I & A	1				
B/I & A	1				
B/I & A	1				
B/I & A	1				
B/I & A	1				
1:40 – 2:24	Prep	Prep	Prep	Prep	Prep
After-School	I	I			

ESL Teacher 2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:59	3 B/I	3 B/I	SETSS (2)	3 B/I	3 B/I
9:00 – 9:44	3				
B/I & A	3				
B/I & A PREP (w/2)	3				
B/I & A	3				
B/I & A					
9:45 – 10:29	B (4th)	K B/I	K B/I	K B/I	K B/I
10:30 – 11:14	SETSS (4)	K			
B/I & A	K				
B/I & A	K				
B/I & A	K				
B/I & A					
11:20 – 12:04	SETSS (2)	LUNCH	LUNCH	LUNCH	SETSS (2)
12:05 – 12:49	LUNCH	PREP	PREP (w/K)	PREP	LUNCH
12:55 – 1:39	PREP	SETSS (4)	SETSS (4)	B	SETSS (4)
1:40 – 2:24	2B	2B	2B	SETSS (4)	2B
After-School		B	B		

Plans for SIFE
Not applicable

Plans for Long Term ELLs

As our school is fairly young within the DOE, as we begin our fourth year of development we are encountering the issue of long term ELLs who are also reaching their fourth year of service within the ESL program. Once the long term ELLs are identified, testing data from the prior year is analyzed to develop a plan for enrichment based on the factors that impact that student’s achievement:

Long term ELLs who have not met adequate performance in listening, speaking, reading, and writing based on last years NYSESLAT exam will benefit from additional support in conjunction with the collaborative ESL model initiated this year during ESL in class enrichment periods lasting 45-90 minutes depending on mandates. Such support consists of ESL and classroom teacher planning and collaboration using the Making Meaning reading, writing, and vocabulary programs and differentiation of these materials for ELL students, parent participation through workshops developed to expand on NYSESLAT results and trends, common core standards utilization, increased frequency of growth tracking of reading levels using Fountas and Pinnell running records, on demand writing pieces and analysis of electronic data tracking to observe trends and develop individualized students goals for literacy and ESL, double dose guided reading/guided writing, AIS intervention to develop any weaknesses in the areas of phonemic awareness, phonics, vocabulary, fluency and oral expression, written ideas, conventions, organization, voice, word choice, sentence fluency, and presentation, Imagine Learning software that targets literacy specifically for ESL students, literacy through content area instruction during cluster periods, and after-school No Child Left Behind and Title III programming to target literacy goals.

ELL Students with Disabilities

Students who continue to receive ESL programming based on IEP recommendations will do so due to the recommendations of service providers and members of the IEP planning and support team based on goals set by services providers during annual IEP meetings. ESL support will be monitored through SESIS and service providers will call in and track attendance to ensure students continue to receive ESL programming based on IEP recommendations and federal ESL mandates. Students will benefit from the collaborative ESL model initiated this year during ESL in class enrichment periods lasting 45-90 minutes depending on mandates. In addition ESL service providers will develop SMART goals for ESL students with IEPs based on information found on SESIS and collaboration with the other service providers who make up that students IEP planning and support team. In additon the school is taking initiatives to make sure that ESL teachers become part of the IEP service team and have access to SESIS to ensure that ELL students with disabilities receive mandated services developed during annual meetings. By being part of the process ESL teaches will be able to navigate IEPs and recognize which sections

indicate specific services and goals related to those services. For example, our ESL teachers were able to recognize the IEPs that mandated bilingual instruction in the content areas and our school is in the process of getting bilingual paraprofessionals to assist those students. By being apart of the IEP team ESL teachers will be able to coordinate their schedules with other service providers to ensure that there is no conflicting schedules that disrupt the services mandated to our ELLs with IEPs.

Plans for Newcomers

We welcome and embrace newcomers by placing them in a setting that is nurturing and allows them to have a successful transition in the academic environment. Students are grouped appropriately with other students who are not only on their level but students who are able to encourage and support them in acquiring the English language. Our ability to measure a ELL's strengths and weaknesses and assist even before they enter the school is contingent on Lab-R/NYSESLAT data. Once a newcomer is identified through Lab-R testing or as having a NYSESLAT score, raw score analysis would allow us to target strategies appropriate for that student's language level in the areas of listening/speaking and reading/writing. In every case, once a student arrives at the school initial assessments will be given promptly and appropriately used to ascertain ability. Last years LAB-R data indicated a high number of incoming advanced students. Lab-R data for this year reveals that we have a large number of beginners and advanced ELLs with less intermediate. This will require strategic differentiation using the puch in model as these students have different language and time requirements within the same class environment. ELA instructors, ESL teacher, and classroom teachers will collaborate throughout the year to ensure that the special needs of each ELL is being addressed and met in the general education classroom setting. The work being done for the ELA is supplemented by the ESL teacher to make sure that it is accessible for our ELL's regardless of their language proficiency level or years of experience. For example, using ELA strategies as a template, incoming ELLs learn song and chants that scaffold the procedure of analyzing of reading passages and use context clues to gain meaning.

Plans for alternative placement in Special Education

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

Transition plans for students reaching proficiency

For students who are transitioning out of ESL, support is important. It is necessary for the classroom teacher to conference with the ESL teacher to ensure that the child is being fully supported this may include the ESL teacher continuing to serve the student or continuing taking part in supplemental programs such as Title III and Imagine Learning. Teacher planning and communication between the classroom teacher and the ESL teacher about the progress of the student will determine the best way to support the student for their next two years. In every case students are supported when they transition from one school level to another by using information from constant data supervision to inform staff working with that child of educational targets. In addition our staff is accustomed to setting rigorous goals to push students beyond the expected level, thereby giving them a head start. ELL's who reach proficiency on the NYSESLAT are given testing accomodations on state exams such as the ELA when applicable for two years after reaching proficiency.

CR Part 154 Mandates

As with the chancellors regulations we have ensured that our programs are in compliance with Part 154 to ensure that "no child is left behind." The LAP team will monitor student progress. Students work with appropriate materials facilitated through school funding. The ESL classroom is a print rich environment. Students benefit from constant staff support and guidance to ensure maximum success. ELL's continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programming including visuals arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Intervention in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher colloboration and the ESL inquiry team to isolate skills and develop strategies based on the standards within each area and by grade such as common core standards or everyday math standards. For example each month ESL teachers and teachers of ELL's develop a language and literacy based objectives using a combination of content area standards and observations of ELL students to drive their focus and these objectives are carried on throughout the day within each content area. ELL students also have access to all services offered in the school setting such as guidance. While all students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology classes for the upper grades and Ipads with euducational Apps, ELL students have Imagine Learning Software. Imagine Learning is an interactive supplemental program specifically for ELLs that assesses each students language level based on the four modalities and tailors a sequence of activities targeted to develop academic language. In addition to giving students feedback on their real time choices while practicing listening, speaking, reading and writing, this program also provides educators feedback about student growth and indicators to target or revisit. ELL students with disabilities also have access to adaptive technology such as boardmaker programs and those students with bilingual IEP mandates have access to Tranducelo Ahora technology to translate educational websites in addition to their bilingual paraprofessionals.

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)?

N/A

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

Professional development is an important component of school activities. Teachers meet weekly to plan, discuss student progress and examine student work. In addition, key information about ELLs is shared to strengthen and support student learning. Common branch teachers, paraprofessionals, special education teachers and our ESL specialist meet for monthly planning sessions to discuss strategies that are most effective in supporting ELLs and share their experiences. In consultation with our ESL specialist, our teachers will receive the required amount of professional development hours (a minimum of 7.5 hours) designated to their license. This professional development schedule will address ESL strategies through Jose P training and will be conducted by the ESL licensed school teacher. These workshops are given to common branch, paraprofessionals, special education teachers, occupational/speech/physical therapists, our parent coordinator, our secretary, our school psychologist and our guidance counselor. Since our school will be acquiring a new guidance counselor, professional development will center around connecting with parents of ELLs and developing experiences, opportunities and resources to continue the academic development of their child, especially when students are transitioning. For example, counselors can recommend school or community based activities that would further support academic language development such as fieldtrips or public library programs. Professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal setting initiatives for strategic instruction. Specifically, these workshops focus on the score conversion results that specify the range of ability within speaking, listening, reading and writing designated to each ESL student. In addition, staff will analyze data and resulting trends within the areas of ELL language objectives, reading, guided reading, writing, guided writing and the content areas (science, social studies, art, PE, and technology) using current research and as observed by ESL staff, teachers of ELLs and the LAP/Title III team across the year. Staff participating in professional development are further supported by school leadership through the purchase of supplemental materials such as texts that study groups analyze to target strategies for our ELL population. Professional development is conducted one Thursday per month during extended day planning time. Professional development is tracked by attendance sign in sheets and workshop agendas that will be filed as part of our compliance binder and make up sessions are made readily available in the event of a staff member's absence.

E. Parental Involvement

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

Trends in Parent Choice Letters

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

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

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

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

Parent Involvement and Resources

All parents in our school are invited to become an active part of the community, including parents of ELL students. Information is made accessible to all families through translated materials (Either translated by staff or DOE translation services) sent home and visible throughout the school. Ms. Sandoval our parent coordinator helps develop, organize and translate parent events and information sessions. For example, parents are invited to come every 15th of the month and observe their child in their learning environment first hand. The school has also hosted events such as field trips, meet the teacher night coffee and cake with the principal, family holiday nights, school performances, parent mixers, and fundraisers focused on parent participation. Events and information sessions take place during the day and in the evenings as well to allow working parents to participate. For example during the school year we have two multicultural nights in which families share food and traditions of their countries of origin. Our school also boasts a very active parent association and has several school leadership team parent members who contribute to planning and goal-setting for the school. The active participation of parents at these events allows us to open communication and address and supplement parent concerns and needs proactively. Letters home and surveys are also utilized to obtain parent input for those who are unable to attend and allows for us to develop a schedule that meets their needs. For example, during meet the teacher night the second grade team created educational questionnaires for parents so they could discuss what the second grade curriculum would entail. Since we are a relatively new school in our community, Ms. Sandoval is currently working on developing partnerships with community based organizations that would further support the parents of all students within our school. Such resources could be beneficial to our ELL parents who have expressed interest in learning English as a Second Language themselves. Although not a community based organization, our school has already partnered with IBM to utilize a translation program entitled Tranducelo Ahora. This program serves to allow Spanish speaking parents of ELL's access to translated webpage and emails. Program features include, but not limited to the translation of event flyers, homework packet instructions, emails and web-pages. This program allows us clearer communication with the parents of a majority of our ELL's to help us better understand and address their needs. In addition, Ms. Sandoval addresses any questions or concerns our parents may have with the services their child receives.

Title III

Our program from the 2010-2011 school year emphasized literacy and language acquisition through the interaction and exploration of core-academic content, centered a discovery/inquiry based, weekly after-school program. Two of the after-school groups were led by two certified ESL/Bilingual teachers and served students in their interaction with an inquiry-based curriculum. One additional group was led by a certified ESL/Bilingual teacher and our parent coordinator and this group served the parents of the program participants to help them better understand and develop their participation in the curriculum through guided home strategies to better support and engage in their child's extra-curricular education. Parents became a vital component of this program and were encouraged to participate in research based projects and monthly trips. Translated materials and bilingual resources ensured parents had a meaningful and involved role. With continued funding and approval we hope to recreate this program for the 2011-2012 school year.

Imagine Learning

While all students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology classes for the upper grades and Ipads with educational Apps, ELL students have Imagine Learning Software. Imagine Learning is an interactive supplemental program specifically for ELLs that assesses each student's language level based on the four modalities and tailors a sequence of activities targeted to develop academic language. In addition to giving students feedback on their real time choices while practicing listening, speaking, reading and writing, this program also provides educators feedback about student growth and indicators to target or revisit. ELL students with disabilities also have access to adaptive technology such as boardmaker programs and those students with bilingual IEP mandates have access to Tranducelo Ahora technology to translate educational websites in addition to their bilingual paraprofessionals. SEE SCHEDULE BELOW:

Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:59 (library)		Lael,Sami (313)		Kathleen,Rosey 8:30-9
9:00 – 9:44 (library)	Laiba,Valentina 9-9:30			
(library & 302)	Laiba,Valentina 9-9:30			
(library) Daniel 9-9:30	(library)			
9:45 – 10:29	Ali,Jorge (313)	Jaiden,Tawheed (101)	Calvin,Onil (101)	Jaiden,Tawheed (101) Calvin,Onil (101)
10:30 – 11:14				
11:20 – 12:04				
12:05 – 12:49				
James,Adriana (213)				
Rhonny,Anthony (213)	Nicholas,Adriana (213)			
Rhonny,Anthony (213)	Ariana, William (213)			
Rhonny (213)	Quindy,William (213)			
Adriana,Anthony (213)	Ariana,Nicholas (213)			
Nichole,Jason (213)				
12:55 – 1:39	Kathleen,Rosey (308)	Kathleen,Rosey (308)	Lael,Ali (209) 1-1:20	
Rana,Esshaq 1:20-1:40 (209)				
1:40 – 2:24	Nicholas (209)			
Franklin,Sami 1:45-2:05 (209)	Jorge,Sami 1:45-2:05 (209)	Lael,Franklin 2:05-2:25 (209)	Jorge, Ali 1:45-2:05 (209)	
Franklin 2:05-2:25 (209)	Laiba,Valentina 1:45-2:15 (209)			
2:25-3:20	209:			
Quindy,William 2:30-2:50	Rana,Esshaq 2:50-3:10			
213:				
James,Ariana 2:30-2:50	Nichole,Jason 2:50-3:10	209:		
Quindy,Nicholas 2:30-2:50				
Rana,Esshaq 2:50-3:10				
213:				
James,Ariana 2:30-2:50				
Nichole,Jason 2:50-3:10				

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

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)	8	5	1	2	0									17	
Intermediate(I)	7	8	4	3										24	
Advanced (A) FORMTEXT	4	2	4	2									12		
Total FORMTEXT =nysbk+nysik+nysak !Syntax Error, NYSBK!Syn	18	8	9	3	0	0	0	0	0	0	0	0	38		
NYSESLAT Modality Analysis MOLevelK 1234567891 01112LIST READING/SP EAKING															
		T NING/ SPEA KING B	FOR MT EXT	1	1	0									
	I		0	0	1										
	A		4	0	4	1									
READING/ WRITING	P		9	4	4	1									
	B		2	1	2										
	I		7	3	3										
	A		5	1	4	2									
P		0	0	0											

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
		1	3		4
FORMTEXT				0	
FORMTEXT				0	
FORMTEXT				0	
FORMTEXT				0	
FORMTEXT				0	
Spe Ed FORMTEXT				0	
L	EnglishF ORMTE XTEnglis hNLEngli shNL	3 FORMT EXT FORMT EXT		3	1
				0	
				0	
				0	
				0	

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

Patterns in Proficiency Levels

Since PS 306 is a fairly new school, we currently have only three years of Lab-R/NYSESLAT data analyzed to determine patterns in proficiency level. Last years LAB-R data indicated a high number of incoming advanced students. Lab-R data for this year reveals that we have a large number of beginners and advanced ELLs with less intermediate. This will require strategic differentiation using the push in model as these students have different language and time requirements within the same class environment. This data is analyzed by the ESL teachers and members of the LAP team and referenced during strategic planning with classroom and content area teachers. Analysis of NYSESLAT by grade reveal the following trends: 1st grade majority A and I level in reading and writing and majority P and A in listening and speaking with 8 students reaching proficiency on last years NYSESLAT exam, 2nd grade majority beginner level in reading and writing and majority P in listening and speaking with 7 students reaching proficiency on last years NYSESLAT exam. 3rd grade majority A level in reading and writing and majority P and A in listening and speaking with 2 students reaching proficiency on last years NYSESLAT exam. 4th grade majority A level in reading and writing and majority P and A in listening and speaking with 3 students reaching proficiency on last years NYSESLAT exam. Although the number of students reaching proficiency decreases as the grade goes up, so does the number of ELLs per grade. By conducting raw score data analysis of the NYSESLAT, it has also been clear that a majority of our ELL's are operating with a strength in speaking and listening as opposed to reading and writing, which has been shown as one level weaker. Using this data we have recognized some growth for a majority of our ELL's, usually one level within the listening/speaking and reading/writing breakdown as shown on the RNMR ATS report. This information is mirrored by the AMAO data shown below which gives an estimate of our gains. This data shows that more than 80% of our ELLs have made gains in NYSESLAT level and a little less than half have made proficiency this past year.

AMAO 1, making progress, is determined in one of three ways: 1) advancing one overall proficiency level on the NYSESLAT between two test administrations, or 2) making a total scale score gain of 43 points on the NYSESLAT for those students who maintain the same proficiency level between two test administrations, or 3) scoring at or above the intermediate level on the NYSESLAT for those students with one data point.

AMAO 2 is based on the percentage of students who attain English proficiency. ELLs must score at the proficient level (the highest of the four proficiency levels) on both the listening/speaking and reading/writing modality combinations of the NYSESLAT to be classified as English proficient.

School	AMAO 1		AMAO 2		Total # tested
	status	%	status	%	
Q306	MET	86.54%	MET	42.31%	52

In the past our school has used ECLAS data to determine goals for literacy but as a new initiative our school is using Fountas and Pinnell data and common core standards as an indicator of student literacy objectives. Our school cabinet, made of if grade leaders and ESL, IEP, and content area members, will analyze the data and trends across the year. Data based on last years ECLAS and the year prior indicated that ELL's and general education students needed growth in vocabulary and fluency. Using this data our school purchased a vocabulary component of our literacy program Making Meaning to supplement in this area and ESL teachers work with the program to further breakdown and scaffold the vocabulary using tiered language to meet the needs of our ELLs by level. In addition our school purchased high frequency readers for the ELL program to help increase automaticity of word recognition and increase fluency and introduced double dose guided reading for ELLs as one of our CEP goals. Last years ELL periodic assessment indicated comprehension and grammar as areas of needed improvement. Those areas were supplemented by the ESL staff by usig context and comprehension strategies and introducing grammer components based on language level. However, since our previous school year only had four ELLs taking the periodic assessment it has not been as helpful as a measure of ELL needs school wide. We hope that this year's increase in ELL population size within the third and fourth grade will help provide a more accurate needs assessment. We plan to continue using data to inform

instructional goals within the ESL program based on incoming Lab-R data, Fountas and Pinnell data, and ELL periodic assessment data and to use this data to inform instruction across all content areas. Specifically, professional development has been utilized to insure that this information is being used to target instruction and goal setting within the ESL program and also within the schools core classroom curriculum.

Explicit ESL Instruction

ESL instruction is a culmination of methodologies used to increase the four areas of proficiency: speaking, listening, reading and writing. Each student is seen as an individual with an individual history and style for language acquisition. The students are addressed in a one to one tutorial, partner and small group settings in order to enrich their experience. In addition, instruction is conducted using heavy scaffolding and differentiation within both literacy and content specific areas to ensure greater comprehension. Intervention in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher collaboration and the ESL inquiry team to isolate skills and develop strategies based on the standards within each area and by grade such as common core standards or everyday math standards. For example each month ESL teachers and teachers of ELL's develop a language and literacy based objectives using a combination of content area standards and observations of ELL students to drive their focus and these objectives are carried on throughout the day within each content area. ELL students also have access to all services offered in the school setting such as guidance. Students are provided grade as well as ESL proficiency appropriate materials. Instructional materials are as diversified as our curriculum and include a variety of print and technological resources used to target comprehension from all angles. Print resource includes high frequency readers created specifically for our ELL's to increase fluency and leveled libraries including bilingual books and picture dictionaries. Our technological resources include Imagine Learning software, smart boards, computer software, and listening centers. In addition, students are given the opportunity to converse with one another in meaningful and realistic activities, in order to foster both academic growth and self-confidence. While all students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology classes for the upper grades and Ipads with educational Apps, ELL students have Imagine Learning Software. Imagine Learning is an interactive supplemental program specifically for ELLs that assesses each students language level based on the four modalities and tailors a sequence of activities targeted to develop academic language. In addition to giving students feedback on their real time choices while practicing listening, speaking, reading and writing, this program also provides educators feedback about student growth and indicators to target or revisit. ELL students with disabilities also have access to adaptive technology such as boardmaker programs and those students with bilingual IEP mandates have access to Tranducelo Ahora technology to translate educational websites in addition to their bilingual paraprofessionals.

Explicit ELA Instruction

ELA instructors and the ESL teachers will collaborate periodically throughout the year to ensure that the special needs of each ELL is being addressed and met in the general education classroom setting. The work being done for the ELA is supplemented by the ESL teachers to make sure that it is accessible for our ELL's. ELA instruction focuses on the workshop model style and teachers use ELL strategies within that lesson to help enhance comprehension for ELL's. Our school utilizes Fountas and Pinnell running record data as a measure of early literacy skills so we can focus instruction appropriately.

Explicit NLA Instruction

We recognize that NLA proficiency promotes self-confidence and success in learning a second language and supplement this knowledge by utilizing bilingual books and attention to cognates to provide additional native language support. Currently our school is piloting a supplemental NLA program in Spanish to those students who would benefit most during our extended day, two times a week. Our library has bilingual print resources and our Tranducelo Ahora translation program can translate educational websites for further enrichment of this program. The curriculum is being developed and taught by Mr. Kalamaras who holds both bilingual and ESL certifications.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>NYC ACADEMY FOR DISCOVERY</u>		School DBN: <u>27Q306</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Flandro	Principal		
	Assistant Principal		
Yolanda Sandoval	Parent Coordinator		
Kerry Maguire	ESL Teacher		
	Parent		
Diana Paquin/Third Grade	Teacher/Subject Area		
Kaitlyn Comastri/First Grade	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
	Guidance Counselor		
Charles Amundsen	Network Leader		
Amy Felix/ESL Teacher	Other		
Jimmy Kalamaras/ESL /Science	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q306 School Name: NYC Academy for Discovery, P.S. 306

Cluster: Two Network: 211

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

Part A: Needs Assessment Findings

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

The main source of data used to gather the oral and written language preference of parents at PS 306 is a two-question form that asks parents in which language they would like to receive oral and written information from the school. This form is translated into eight common languages. The Home Language Identification Survey (HLIS) is also given to parents in their preferred language; the parent is also interviewed as they complete this form. Every newly admitted child is reported to the ESL staff and their home language survey is scanned for the language indicators outlined in the 2011-2012 LAB-R testing memo. If there are discrepancies regarding a parent's language preference, the parent is contacted and interviewed in person for more information so that the school can accurately communicate with parents in the language they most prefer.

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

PS 306 Q has a population of 362 students. The most common parent language is English, then Spanish. Many other languages, including Mandarin, Chinese, Bengali, Arabic, Urdu and Tagalog, are spoken by a percentage of the school. On file, there are 106 parents who prefer to receive written communication in a language other than English. This list was distributed to all teachers to ensure that parent communication occurs in the requested language. Although each teacher may be unable to communicate orally with parents in the preferred language, PS 306 has several staff members who serve as on-site translators. In addition, our school utilizes the DOE translation and interpretation unit (including the over-the-phone interpretation and the document translation service) for any languages our staff cannot translate.

Part B: Strategies and Activities

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

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

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

PS 306 will utilize translation and interpretation services provided by DOE, if needed. However, several staff members, including our Parent Coordinator, are Spanish speakers. This is important because the majority of the parents requesting oral communication in a language other than English are requesting it in Spanish. Our ESL teachers have generated a list of teachers and parents speaking all languages other than English. When no one is available to translate or translation is needed in a language not spoken by a staff member or parent on this list, our Parent Coordinator arranges for a contracted vendor to provide translation services.

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>.

Parents/guardians will be notified of their right to translation services through the distribution of the parent bill of rights and responsibilities, which our parent coordinator will be responsible for distributing to families in their preferred language. Additionally, signage informing parents/guardians of the availability of interpretation services is conspicuously posted near all entrances. Also, our school safety plan has developed visitor control procedures that ensure that parents/guardians in need of translation services will not be prohibited from entering the administrative offices.

Our goal is to ensure timely provision of translated documents and oral interpretation services to parents determined to be in need of language assistance. When we are unable to provide written translation in-house, we will complete and submit the Translation Request Form along with the document to be translated one week prior to the date of distribution of the document. In order to provide oral interpretation services, we have employed bilingual staff, including our secretary and parent coordinator. When these volunteers are unavailable, or when we have a need for interpretation in other languages, we will utilize the over-the-phone service at (718)752-7373 (Ext. 4) when the need to contact a parent arises, or when a parent visits the school for a meeting with the teacher or the administration. When there is a need for on-site interpretation services, we will complete and submit an Interpretation Request Form as soon as the event has been scheduled. Our Parent Coordinator, Yolanda Sandoval, will be responsible for ensuring that translation and interpretation services have been arranged. Our ESL Teachers, Kerry Maguire and Amy Felix, are responsible for notifying parents of their right to translation and interpretation services. Feedback from parents and increased parental involvement will inform PS 306 staff of its success in providing language assistance to parents and the effectiveness of strategies utilized to engage parents in the school community.

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: The NYC Academy for Discovery	DBN: 27Q306
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 checked="" 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: <u>-2550</u>	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3	

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: Our proposed before-school and after-school programs will emphasize the four strands of language development: Speaking, Listening, Reading and Writing. Our ELL students currently receive their mandated services through a combination of push-in and pull-out programs. Our before and after-school program will provide sheltered instruction specific to the needs of our ELL learners. The program will be organized around everyday themes, such as Families, Neighborhoods, Foods, Clothes, etc. Building the instructional program around thematic units will allow our ELL students to build the English vocabulary that they are lacking, and will allow students to practice communication skills through meaningful content. The after-school program will provide scaffolding for the material that ELL students encounter in their mainstream classes.

Our before-school program will meet on Mondays and Fridays from 7:30-8:10 AM and will target oral language and vocabulary development for beginners. The after-school program will meet on Mondays and Fridays after dismissal from 2:35-3:35 PM and will target reading and writing skills for intermediate and advanced students. The program will run from January 2012 through May 2012. Depending on enrollment, we hope to service 25-50 ELL students in grades K-5. Students will be split up into targeted groups that are grade band appropriate, and that meet their language development level. The curriculum will be developed and taught in English and will utilize language acquisition strategies in all content areas to help further develop a foundation in speaking, listening, reading and writing. Multiple resources and materials will be used by teachers to provide meaningful instruction. We will be purchasing materials from the Spotlight on English Program, as well as software from Imagine Learning. These two programs will form the basis of our before and after-school instruction and will be supplemented with teacher created lessons and activities. Teachers will also plan special trips for ELL students to provide further opportunities for ELL students to engage in concrete activities and experiences to build their vocabulary and knowledge base. All instruction in this program will be provided by 2 staff members who hold ESL certifications, and by 3 other teachers that have coursework in ESL and are working towards their state certification in ESOL.

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: Professional Development will be done on an ongoing basis in-house. Teachers will engage in inquiry as their professional development. ELL after-school teachers will meet once a week to follow the inquiry model and use it to plan instruction and to individualize instruction that

Part C: Professional Development

targets the specific needs of the students. Teachers will also engage in professional development by using Universal Design for Learning (UDL) guidelines to plan their units and their lessons. The ELL after-school staff will function as an inquiry team that constantly reflects on their practice and makes adjustments to their interventions.

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: We have found that giving materials to parents and showing them how to use them with their children is the best strategy to getting parents involved. It is because of this that our program will conduct workshops for the families of our ELL students. Parents will be invited to attend monthly workshop on the last Friday of the month. Each monthly workshop will be designed to provide parents with materials and resources that they may use to help their children at home. Teaching strategies will be modeled for parents, and then they will get a chance to interact with their children and practice those strategies during the children's Friday lesson. The topics of the workshop will relate directly to the thematic units being studied by the after-school group, as well as the instructional strategies that the teachers have been using to support the children. Workshops will be offered in English and in Spanish to encourage participation. The workshops will be facilitated by the assistant principal, who is a certified ESL and Bilingual teacher. Parents will be informed of the workshops at the time of enrollment, and reminder will be sent home a week in advance. Parents will also be invited to accompany their children on school trips to places such as the Queens Zoo and the Brooklyn Museum. Parent participation on school trips will be linked to helping parents support their children's acquisition of English. Parent fees will be paid for by the school.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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		