



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EARLY CHILDHOOD DISCOVERY AND DESIGN MAGNET SCHOOL
DBN (i.e. 01M001): 03M185
Principal: JANE MURPHY
Principal Email: JMURPHY32@SCHOOLS.NYC.GOV
Superintendent: ILENE ALTSCHUL
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Jane Murphy | *Principal or Designee | |
| “Toy Dawkins Giles | *UFT Chapter Leader or Designee | |
| Michelle Morales | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Renee Pearson | Member/ Chairperson Teacher | |
| Shanekwa Williams | Member/ Parent | |
| Jocelyn Phillips | Member/ Teacher | |
| Lyvonne Leake | Member/ Parent | |
| Lavonia Antrum | Member/ Parent | |
| Veronica McCutchen | Member/ Teacher | |
| Genese Farlow | Member/ Parent | |
| | Member/ | |

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| Signed copy Available on site | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| X | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teacher teams will engage in using a range of assessments including baseline ,benchmark, unit tests, and CCLS aligned tasks in Math and ELA to analyze student progress towards standards and make appropriate and timely adjustments to instruction.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

ECDD uses a variety of data to assess progress toward benchmarks and standards. In the school year 2012-13 data demonstrated that students made inconsistent progress toward academic standard throughout the year, showing significant growth in the fourth quarter and disproportionately less growth earlier in the year. For instance, in January of 2013, two of three Kindergarten classes at ECDD had an average of 32% proficiency based on the January benchmark for reading fluency established for Kindergarten. By the end of the year, the same classes averaged 68% proficient as determined by the June benchmark. The proficiency more than doubled in the second half of the year, even though benchmark standards progressed at a steady rate. This pattern was observed across grades and classes throughout the school. With more skillful and purposeful attention paid to benchmarks and interventions earlier in the year, we anticipate more growth earlier in the year and increased proficiency overall by the end of the year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Baseline assessments:** Baselines in reading, writing and math will be established in September, 3013. Subgroups for instruction based on the results will be organized by the end of September.
2. **Benchmark Assessments:** Will be scheduled for each quarter. Interim assessments (unit tests, performance assessments, lesson quizzes) will be scheduled to identify students who are not showing adequate progress and interventions enacted in the classroom.
3. **Data meetings** will be scheduled in which teachers review data with a supervisor to triangulate data and identify patterns and trends as well as successful practices and challenges particular to individual students and subgroups of students.
4. **Looking at Student Work:** Teachers will work collaboratively in grade teams in for a total of 100 minutes each week to plan common core aligned instruction with aligned assessment rubrics and examine student work products using a structured inquiry process.
5. **Professional Development:** Teachers will participate in professional development for using data to drive instruction for a total of six (6) hours during the course of the year.

B. Key personnel and other resources used to implement each strategy/activity

1. **Baseline assessments** Principal, Assistant Principal, and CFN 209 Achievement coaches will provide professional development in the form of 1:1 data meetings, grade team meetings
2. **Benchmark Assessments** : Principal, Assistant Principal, , grade team meetings
3. **Data meetings:** Assistant Principal, Teacher Teams , Time: Weekly data meetings
4. **Looking at Student Work:** Assistant Principal, Teacher Teams , Time: Weekly student work meetings
5. **Professional Development** : Principal, Assistant Principal, Staff Developer, CFN 209 team , **Metamorphosis Consultants**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Data for specific cohorts of students (subgroups, grades, school wide) will be analyzed and used to plan instruction at the following times :
Baseline: By mid-October
Benchmark: Quarterly
Unit Tests: At End of each unit student data will be analyzed
CCLS tasks: CCLS aligned asks in Fall and Spring will be reviewed an analyzed by teacher teams.

Data will be made public on bulletin boards (with protections for student privacy) Data will show growth between quarters for proficiency rates. Administrative team will

utilize data at each interval to make appropriate adjustments to professional development and teacher support plans.

D. Timeline for implementation and completion including start and end dates

1. Calendared baseline, benchmark and unit tests in reading, math and writing by October 31, 2013.
2. Schedule Quarterly Data Meetings with all classroom and support teachers – minimum of 5 for the year- ongoing.
3. Schedule and carry out 100 minutes weekly structured collaborative team meeting time for inquiry work by October 31, 2013.
4. Plan professional development to total 6 hours by the end of the year by October 31. Implement in October, November and March

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A staff Developer will be hired with Magnet funds and used to support teacher work with data in planning and implementing CCLS aligned lessons and collaborative assessments.
2. A school-day schedule will be constructed to accommodate 100 minutes weekly of collaborative teacher work using the inquiry model.
3. Magnet Funds will be used to pay teacher’s at the per session rate for professional development regarding use of assessments to drive instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parents will be involved in this process at several key points. We have increased the formal reporting periods from 3 to 5. Parents will have monthly opportunities to participate in CHILDREN AT WORK events in which they can observe classroom practices and PRINCIPAL’S CHATs, in which parents and guardians help develop an the agenda and interact with other parents and the principal to develop shared understandings of the expectations for students and families and school priorities and goals
Parents receive progress reports on a 7 week basis to communicate the results of the following assessments and strategies that can be implemented at home to support each child.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|-----------------|--|-----------------|--|------------------|--|------------------|----------|------------------|----------|---------------|
| X | Tax Levy | | Title IA | | Title IIA | | Title III | X | Set Aside | X | Grants |
|----------|-----------------|--|-----------------|--|------------------|--|------------------|----------|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teacher teams will further align curriculum units (math, ELA and integrated content areas) with CCLS standards including strategies to meet all learner’s needs- in order to insure adherence and coherence across all grades and all classrooms.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2012-13 school year, the school used Journeys 2012 (ELA) and Investigations (Mathematics). At the end of the school year, student achievement for reading was determined by the FLUENCY AND COMPREHENSION strand and school wide, showed average student proficiency rates of 71%. School wide math data for NUMBER SENSE AND OPERATIONS, the two key standards for K-2, showed 75% proficiency. The school is implementing two new curricula this year.

As a community we have identified the need to increase these performance rates by ensuring a close CCLS alignment. We intend to use the resources provided by Journeys 2014 (ELA) and GO MATH! in order to plan for our students to increase on last year’s performance identified above. We anticipate that with structured support using these more rigorous curricula resources (in conjunction with supports in other areas of our instructional core) students will demonstrate increased proficiency for key standards in reading and math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Curricular review:** Spring 2013 and selection of curricula
 - Unpacking of Curricular Resources:** September-October 2013 -Pacing guides for the Journey's and Go Math! curricula
 - Teacher Team Inquiry/Planning Structure:** September 2013 Structures for inquiry work will explicitly include supports for CCLS alignment and vertical and team coherence.
 - Rubric and Task Revision:** November and Ongoing: Grade teams will use a school-wide Unit Design Rubric to assess the alignment and coherence of the units and tasks they adapt or adopt.
 - Monitoring and Adjusting:** September and Ongoing: The Instructional Cabinet and Administrative cabinet will review units and tasks at regular intervals to insure rigor and coherence using the HESS COGNITIVE RIGOR MATRIX and The Quality Performance Assessment STUDENT ENGAGEMENT ALIGNMENT TOOL .Instructional Rounds will also be used to monitor implementation of curricula.

- B. Key personnel and other resources used to implement each strategy/activity**
- Curricular Review and Unpacking of Resources: Personnel- All Staff**
The Journeys 2014 Curricula was purchased in the 2012-13 school year using Tax Levy Funds. Go MATH! Curricular materials were purchased in the 2013-14 school year using NYSTL Funds. Grade teams develop and share units and pacing guides using the GOOGLE DOCS resource.
 - Teacher Team Inquiry/ Planning & Rubric and Task Revision:** Time for collaborative planning is built in to the extended day schedule with SBO vote: (May 2013). AP and Staff Developer support grade level teams to ensure that meetings are productive and result in specific actionable instructional strategies based on student data. Professional Development for this initiative is provided by CFN Achievement Coaches, the on-site staff developer
 - Monitoring and Adjusting:** Instructional Rounds are planned at regular intervals to support teacher practice and evaluate implementation of curricula.

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- All units and pacing guides will show alignment with the Common Core Standards, with focus on key standards. Students will be engaged with materials, prompts and tasks that incorporate instructional shifts in order to better enable them to meet the standards.
 - Teachers will make instructionally sound and purposeful decisions about unit content, focus strategies and task prompts as per the STUDENT ENGAGEMENT ALIGNMENT TOOL and the HESS COGNITIVE RIGOR MATRIX.
 - Units and rubrics reviewed quarterly, and feedback provided to teacher teams

- D. Timeline for implementation and completion including start and end dates**
- September – October: Pacing guides for reading, writing and math will be uploaded and shared in Google Docs and reviewed by the administrative cabinet
 - September and ongoing: Units of Study related to content areas (science and social studies) will be reviewed by the administrative cabinet
 - Ongoing/Monthly : Agendas and minutes for Inquiry Team meetings will be reviewed by the Administrative Cabinet
 - Ongoing: Agendas and Minutes from Instructional Rounds will be reviewed for outcomes aligned with expectations

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- The weekly 37.5 minutes planning block has been structured to accommodate collaborative planning based on CCLS standards.
 - At least 4 Instructional Rounds that involve teacher teams as observers will be implemented this year- one in each quarter. ECDD Supervisors or Network Achievement coaches will lead the rounds, conduct debrief sessions and provide 'next steps' to all participants.
 - Instructional Cabinet Meetings are conducted bi-monthly; the cabinet will use rubrics, matrix and other aforementioned tools to evaluate and improve units and tasks.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are informed about unit objectives for each quarter through a newsletter published by grade team. The newsletter includes learning goals for reading, writing, math, science, social studies and engineering. Parents will have monthly opportunities to participate in CHILDREN AT WORK events in which they can observe the units in practice and PRINCIPAL'S CHATS, in which parents and guardians help develop an the agenda and interact with other parents and the principal to develop shared understandings of the expectations for students and families and school priorities and goals.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA | Title IIA | Title III | Set Aside | X | Grants |
|---|----------|---|----------|-----------|-----------|-----------|---|--------|
|---|----------|---|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

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|--|

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of students receiving Tier I and II intervention services will exit intervention services at proficiency levels for their grade, as measured by the Fountas and Pinnel Benchmark Assessment System fluency and comprehension subcomponents.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In School Year 2013 -14 the school served 73 students in the Tier I, Tier II and Tier III intervention programs. Of the students participating in Tier II and III, 22 students, (30%) were able to move out of the Tier. Triangulation of the data confirmed that attendance was a particular problem, with 80% of these students showing attendance in the program at less than 50%. It was also determined that the materials used for instruction were not targeted enough and teachers reported that they required extensive planning time. The school responded by procuring new materials with targeted assessments and phonics based teaching kits and restructuring Tier II and III staffing to include paraprofessionals to do attendance outreach. As a result, our primary needs are to ensure that identified students receive systematic intervention instruction in order to close gaps in their learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Procure intervention materials that focus on phonics and sight word skill development with targeted assessments.
2. Calendarize cycles for RTI including reports to parents at the conclusion of each cycle.
3. Use baseline data to identify Tier I, II, III students. Re-assess students with the more targeted assessments to diagnose reading strengths and weaknesses.
4. Restructure extended day so that teachers are working with smaller groups and staff are assigned to monitor attendance and do outreach to families.
5. Train staff to use the new materials.
6. Monitor Instruction, monitor student attendance
7. Monitor progress, make adjustments for each cycle

B. Key personnel and other resources used to implement each strategy/activity

1. On site Staff Developer will provide training for the staff on the new instructional and assessment materials [BENCHMARK EDUCATION START-UP and BUILD UP PHONICS INTERVENTION kits) .
2. Assistant Principal and Principal monitor instruction
3. All teachers on staff work with Tier I, II or III students- All teachers on staff send reports to parents
4. Paraprofessionals and school aides monitor attendance and contact families for each absence
5. Administrative Cabinet reviews data with staff to determine 'adequate' progress and next steps for students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All parents will receive reports at the conclusion of each cycle identifying strengths, challenges, measures of growth and progress and next steps
2. All teachers will receive a rated observation report on professional performance with Tier II or III instruction,
3. 60% of Tier II students identified for services in September will progress to grade level performance by the end of the year.

D. Timeline for implementation and completion including start and end dates

1. May 2013: procure materials using Tax Levy funds
2. August 2013: Calendarize cycles for Tier II and III
3. September 2013: Provide professional Development to teachers for the instructional and assessment materials; Identify students for Tier I, II, III
4. October 2013: Complete targeted assessments for Tier II and III students Begin instruction
5. Progress Monitoring: WEEK OF- November 11 (report home 11/14 January 20 (reports home 1/ 22) March 10 (reports home 3/12 May 5 (reports home 5/7) and 6/16 (reports home 6/19

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The Tier II and III services will be provided to students during EXTENDED DAY PERIODS, from 8:00 – 8:40 Monday – Wednesday. Tier III services are

supplemented on Thursday and Friday by CTT teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive phone call from the school each time a student misses RtI services due to lateness or absence to emphasize the importance of regular attendance and clarify expectations for regular attendance. Parents will receive reports from the school at the conclusion of each cycle detailing progress their child has made, assessment scores, recommendations for extending the work at home and information about the steps the school is taking to maintain progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | Title III | Set Aside | x | Grants |
|---|----------|---|----------|-----------|-----------|-----------|---|--------|
|---|----------|---|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2014, 60% of teachers rated DEVELOPING or INEFFECTIVE for 3b, 3c and 3d in their initial informal observations as per the Danielson Framework Rubric will demonstrate growth in component ratings for 3d, 3c, 3d as measured in the ADVANCE platform over the six cycles of professional development and observations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

At the end of the year last year, school wide summative data showed 25% of students did not meet the standards for number sense and operations related assessments and 42% of students were not reading at grade level. To address this need, we have developed an instructional focus that will help teachers 1. Deeply understand the expectations for learning and the Common Core Standards and 2. Identify problem areas for learning and plan interventions to address student learning needs. The primary need for our school is to ensure that teachers are equipped to first understand what skills/ concepts students need to know in order to meet the standards. Then, teachers need to strengthen their ability to identify student misconceptions and provide prompting, feedback or reteaching to clarify student understandings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will complete self-assessment of the Danielson Framework for teaching in ARIS, including components 3B, 3c, and 3d, the two components that most closely align to this goal.
2. Teachers will write a professional goal and action plan to improve teacher practices in formative assessment, planning targeted learning objectives and differentiating instruction.
3. Work in the goals will be tracked monthly at Faculty conferences.
4. Instructional Rounds, facilitated by school administrators and CFN 209 achievement coaches will be conducted to assess progress with this goal throughout the year.
5. Professional Development on the Danielson Framework for teaching related to 3b, 3c and 3d will be conducted throughout the year.
6. Teachers will receive training on systems for formative feedback, including the school wide color coded dot system for scoring student work.
7. Teachers will receive formative feedback (non-evaluative- unrated) on their progress on teacher practices related to these components at least 5 times this year.

B. Key personnel and other resources used to implement each strategy/activity

1. On site staff developer will support teachers with practices related to this goals by co-teaching lessons, modeling and planning with teachers.
2. Administrators and Achievement Coaches will plan and implement Instructional Rounds and provide formative feedback to teachers throughout the year.
3. Eight faculty conferences and other professional development sessions will be planned to support this goal.
4. Teachers will work with the ARIS modules to develop practice for 3c and 3d.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will demonstrate progress in teacher practices related to this goal through improved performance descriptions on the components 3b, 3c and 3d, as

recorded in formative and summative teacher evaluation reports.

2. Teachers will show interim progress with their professional goal and provide evidence for meeting the goals at the end of the year.

D. Timeline for implementation and completion including start and end dates

1. September: Teachers complete ARIS self-assessment.
2. October: All teachers complete action plans for goals related to this goal. Professional Development on ARIS components and Instructional Shifts completed.
3. November: All teachers complete first round of evaluative feedback on teacher practices. Professional Development on using data to differentiate instruction completed.
4. December – June: Monthly conferences to check on Teacher Professional Goals.
5. 5 cycles for formative and summative feedback scheduled from October – June.
6. Instructional Rounds scheduled throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. On site professional Developer paid for with Magnet Funds.
2. Monthly Faculty Conferences will be used to support teachers with interim goals for their professional goal (s) related to this goal.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will have more frequent and targeted feedback related to their child's performance as a direct result of this goal. Teachers will make more frequent and purposeful use of the color coded dot system to provide students with feedback. Student work products on display and sent home will be scored and students will have specific information about the score, what it means and how to improve it for next time.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | x | Grants |
|---|----------|--|----------|--|-----------|--|-----------|--|-----------|---|--------|
|---|----------|--|----------|--|-----------|--|-----------|--|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1.

D. Timeline for implementation and completion including start and end dates

- 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|
| ELA | <ul style="list-style-type: none"> • Tier I RTI –JOURNEYS TIER I INTERVENTION • Tier II RTI BENCHMARK EDUCATION START UP and BUILD UP • Tier III RTI BENCHMARK EDUCATION START UP and BUILD UP | Small Group Instruction, special materials for intervention | During the school day |
| Mathematics | Tier I intervention services- Go Math! Tier II – Gp Math! | Small group instruction, special materials for intervention- Go Math! | During the school day |
| Science | Tier I Intervention services | Small group instruction, modified prompts and special supports | During the school day |
| Social Studies | Tier I intervention services | Small group instruction, modified prompts, special supports | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At –Risk services provided by the guidance Counselor | Pull out and push in | During the school day |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| 100% of teachers are highly qualified. However to ensure that we retain and continue to attract highly qualified professionals, we ensure that all staff receive robust in- service professional development. This is supported by in house and external staff development. Teachers also have the opportunity to develop leadership skills by participating in our many committees , leading a grade or teacher team and planning school-wide parent outreach initiatives. |

High Quality and Ongoing Professional Development

| |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| We are using the Danielson Rubric to define effective practice and are using it individualize professional development needs of teachers. Teachers receive formative and summative feedback on the rubric with specific next steps and commendations. Grade team leaders are attending professional development at the network and those sessions provided by the Department of Education and providing Turn Key training for grade team members. All teachers participate in Core Curriculum professional development provided by consultants from Houghton Mifflin Harcourt. |

Coordination and Integration of Federal, State, and Local Services and Programs

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| The coordination and integration of funds is accomplished by collaborative efforts of the "Attendance Team" whose extended responsibilities include screening reports for attendance, STH, and other issues that impact student attendance. Members of the "Attendance Team" include the Principal, Assistant Principal, School Guidance Counselor, Parent Coordinator, School Secretary and Attendance teacher. |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| Outreach to local Day Care and Pre School Centers is extensive and ongoing. We meet with the Directors of these programs at their sites and they are invited to informational centers at our school. Families who attend our PK program have extensive opportunities to attend informational sessions about curriculum, available services, and other relevant learning opportunities for children and adults. The school hosts evening and during-the-day orientations for PK students transitioning into the Kindergarten. The school maintains a website on which current information for transitioning to Kindergarten, parent involvement activities, curriculum information, teacher newsletters, and other pertinent information is posted and available to parents and guardians. |

Measures to Include Teachers in Decisions Regarding Assessments

| |
|--|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Teachers meet for a total of 100 minutes each week to engage in inquiry style work: this involves making collaborative decisions about how to address the CC learning standards and how and when to assess student learning. Teachers design performance assessments based on student needs, the expectations, and the questions they have about what has been achieved. Teachers use unit tests and lesson tests in ELA and Mathematics to assess student progress to guide their decisions about instruction and future assessments. Teachers have completed the Danielson Self-Assessment in the ARIS system and have identified 1-4 high leverage goals for improving their practice. Each teacher has written at least one professional goal related to our school wide instructional focus, |

which targets the use of formative assessments in daily instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- consistent outreach to families concerning attendance and special events allow us to monitor the needs of families in the community and anticipate student academic needs.
- parent outreach to assure that children have books at home, regular meals and adequate access to health care is going through the guidance counselor and the parent coordinator.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- parents participating in monthly classroom involvement activities called Children-AT-Work. These are 50 minute periods held at the beginning of the school day in which parents observe and participate in lessons alongside their child. A minimum of two Children-At Work sessions will focus on reading instruction using the Journeys program.
 - Principal presenting an overview of the Journeys program and Go Math program at the September PTA and Principal's Chat.
 - Focusing on student data, which will include unit tests from Journeys reading program at the February Children-At-Work.
 - Providing individual reading progress data to parents four times during the year, through quarterly progress reports.
 - Facilitating parent trainings on supporting good reading habits at home and adult literacy by parent coordinator.
 - Distributing parent newsletters describing goals and activities for reading each quarter.
- holding an annual Title I Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

-
- **I. School Responsibilities**
-

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

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

- *Support home-school relationships and improve communication by:*
-

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

- *Provide parents reasonable access to staff by:*
-

- • ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- • notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

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

• **II. Parent/Guardian Responsibilities:**

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

• **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

| | | |
|---|--------------------------|--------------------------|
| District 03 | Borough Manhattan | School Number 185 |
| School Name Early Childhood Discovery and Design | | |

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

| | |
|--|---|
| Principal Jane Murphy | Assistant Principal Nicolas Cracco |
| Coach type here | Coach type here |
| ESL Teacher Marilyn Tortoledo | Guidance Counselor Michelle Guerin |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Monika Vargas |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 171 | Total number of ELLs | 16 | ELLs as share of total student population (%) | 9.36% |
|--|------------|----------------------|-----------|---|--------------|

Part II: 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 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Pull-out | 10 | 0 | 0 | | | | | | | | | | | 10 |
| Push-In | 0 | 4 | 2 | | | | | | | | | | | 6 |
| Total | 10 | 4 | 2 | 0 | 16 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 16 | Newcomers (ELLs receiving service 0-3 years) | 16 | ELL Students with Disabilities | 2 |
| SIFE | 0 | ELLs receiving service 4-6 years | 0 | 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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | | | | | | | | | 0 |
| Dual Language | 0 | | | | | | | | | 0 |
| ESL | 16 | | | | | | | | | 16 |
| Total | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| 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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

**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 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | 8 | 3 | 2 | | | | | | | | | | | 13 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | 1 | | | | | | | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | 2 | | | | | | | | | | | | | 2 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 10 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | 3 | 0 | | | | | | | | | | | | 3 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 1 | 4 | | | | | | | | | | | | 5 |
| Advanced (A) | 6 | | 2 | | | | | | | | | | | 8 |
| Total | 10 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Foreign Language | | | | |
| Government | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 185 ECDD uses Fountas and Pinnell Tracking System to assess the literacy skills of ELL students. These assessments are administered four times a year. ECDD keeps comprehensive records of the students' reading level across grade levels. This helps the school compare the results across grades K-2 to monitor progress. We also use one-to-one conferencing in reading and writing to keep track of the student's literacy progress and set goals. We analyze students' data in our weekly inquiry meetings to help us identify the literacy needs of our students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that our students traditionally do well in the speaking and listening portion of the NYSESLAT and that the weakest modality is writing. The school has chosen writing as a focus for the ELL population for the 2013-2014 school year. Students who score at the Intermediate level on the NYSESLAT tend to be at that level because of the Reading and/or Writing modalities, as the data shows, students tend to reach proficiency in Speaking and Listening first. We use the data from the NYSESLAT to focus ESL instruction in order for the ELL students to achieve grade-level proficiency in all language modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
The most current data shows that many ELLs at PS185 ECDD are at the advanced level of both the Listening/Speaking modalities and Intermediate level in Reading/Writing modalities. We look at the RNMR and RLAT ATS reports. Most students who are in the general education population make consistent progress in all modalities. Students with disabilities struggle with one or more modality. Additional attention must be provided to this subset group of students. The modality of particular concern is writing. The school's focus for the ELLs will be in writing to support this area of need. The CCLS requires increased sophistication in all aspects of language use from vocabulary to the development and organization of ideas. This understanding must be evident in student's writing. The AMAO Tool helps consolidate this information into one document that identifies at-risk students.
4. For each program, answer the following:
 - a. 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?

A) All of the ELL students take tests in English. Native language support is offered when appropriate.

B) ECDD is an early childhood school, Prek -2. We use periodic assessments to help focus our instruction for the specific needs of our ELL students. We use Fountas and Pinnell Tracking System to group students for small group literacy instruction. Our ELL students are also part of the RtI program as part of the extended school day. We use the RtI benchmark formative assessment to group students for additional at-risk literacy support. In addition, students are reassessed using the Journey's end of unit assessment to consistently monitor their progress.

C) We use periodic assessments to help focus our instruction for the specific needs of our ELL students. We have found that our ELL students are below grade level in reading and writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We use a variety of assessments, including Fountas and Pinnell Assessment, Benchmark RtI assessment in order to group students based on individual needs. With this information we determine which students may need Tier 2 and which students may need Tier 3 RtI. These needs are reassessed each cycle to ensure progress and appropriate placement of students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL class groupings and ESL lessons are designed to provide focused support to ESL students based on their current needs and English language development. Data is collected from the NYSESLAT tests, teacher-created assessments and end of unit Journey's assessment. The ESL teacher uses this information to create lessons to address the current needs of students. Lessons and groupings are differentiated so that all students' needs are met.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

ECDD evaluates the success of the ELL program by monitoring the progress that the ELL students make each year. The NYSESLAT offers insight on how they are progressing in each of the 4 modalities. The RLAT or RNMR printouts include scores from the past 3 years. The raw scores help us see if the students are making steady progress or if there is a lag in one or more of the language modalities. The ESL teacher collaborates with the classroom teachers in order for them to design lessons and teach learning strategies for students lagging behind in any of the language modalities. For example, a student that needs to move in Listening will receive additional coaching in that modality. Classroom teachers are taught teaching strategies to help students build on the student's comprehensible input. Scaffolds are used to increase comprehensible input as a support mechanism in the various modalities.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At ECDD, the following steps are in place in the identification process of ELLs. The identification process includes the administration of the HLIS to determine the child's home language followed by the administration of the LAB-R to determine the proficiency level of the whose language is not English. When parents enrolled their child in the school, the HLIS is administered to determine the child's home language as part of the intake process. The home language is determined based on the results of the HLIS and includes an interview with the parent and child. The licensed ESL teacher completes the HLIS with the parent and the information is entered in the ATS screen. If a Spanish speaking student scores below the cut-off score, the Spanish Lab is administered once at the time of admission to determine language dominance for instructional planning in providing ESL services.

All newcomers are assessed using the LAB-R. during the first 10 school days following admission. They are immediately placed in ESL according to Parents Choice. In addition, ECDD has a parent orientation and a beginning ESL program which focuses on helping parents of newcomers with functional English language. ELLs with special needs are assessed for RtI. Based on the results, they are then provided Tier 1, Tier 2, Tier 3 instruction in small group and/or Extended Day for additional support. Beginning and intermediate students are seen for 360 minutes and advanced students are seen for 180 minutes. A teacher Program Card reflects the mandated number of instructional minutes. This activity is monitored by the principal and assistant principal.

ESL Program

The ESL teacher sees mandated children in a push/pull-out model and provides support in vocabulary building, comprehension in all content areas.

- a. Provide students with multiple on-going opportunities to build vocabulary.
 - b. Through the use of picture cards, big books, charts and picture books.
 - c. Use strategies such as role playing, interviews, oral reports and retelling stories.
 - d. Provide students with letter recognition activities.
 - e. Use daily routine charts, labels, alphabet chart and letter-sound bingo.
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.

2. The ESL teacher meets with each new family individually when admitted at the beginning of the school year and throughout the year.

Most of our ELL population come at the beginning of the school year. During these meetings the parents view the Parent Orientation

Video in their home language. Following the video the ESL teacher answers questions regarding the three programs and also further

explains the choices in a manner accessible to the parents. Parents are informed that even though we do not currently have a bilingual or dual language program, with sufficient numbers of students in contiguous grades we will open one. It is very important that parents are aware of these choices and options soon after registration. The parent coordinator, office staff and ESL teacher work closely to ensure that potential ELLs are identified and parents have all of the necessary information. Once parents are informed of all three program options at the parent orientation, the parents are provided with the Parent Survey and Program selection form in which parents indicate their program choice. Parent choice is then entered on the ATS (ELPC) screen and the

Parent

Survey and Program selection is part of the student's permanent record. Parent orientation and placement of students in a program are conducted within ten days of enrollment.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are sent home with children. Copies of the entitlement and continued entitlement letters are kept in student's cumulative records in a binder in a secure location in the ESL room. All other letters sent to parents are also kept in a binder.

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.

Students are placed in the Freestanding Push-in/Pull-out ESL program after being identified through the HLIS, initial interview, and the LAB-R. The data on the LAB-R is collected by the ESL teacher and tabulated so that the information is a glance so students can be immediately provided with services. Following that, parents receive information either in a parent orientation meeting or in a one-to-one meeting, depending on the number of students enrolling at a given time. The information at these meetings is given in English and Spanish. Written information is translated into the parents' preferred language of communication as indicated on the HLIS.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT test is administered each spring beginning in April. The ESL teacher administers each section of the test to all students required to take it. Students are tested by grade and all prescribed testing modifications are given to students with IEPs. Starting last year, certain sections of the test (e.g. speaking, scoring of the writing section) were administered by the ESL teacher at our sister school, PS 208. This is following a new requirement that teachers not test their own students on that section of the test. Once all sections of the NYSESLAT have been administered the exams are packed as per state requirements the answer grids are submitted to the Assessment Implementation Director (AID), Marie Busiello, at the Borough Assessment Office and the booklets are shipped back to Pearson.

6. 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.) 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. [i](#)

The trends at ECDD is that parents select the Freestanding ESL program. After explaining the options to parents and showing the parent orientation video, all families opt for our ESL push-in/pull-out program. They feel that our school will be the best place for their children, therefore, our programming is aligned with current parent requests. If the preference of parents is to change in the coming years we will take the necessary steps to address their needs. This may include opening up a Dual-Language or Transitional Bilingual classroom if 15 or more parents request it.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The organizational model of ECDD ESL program is designed to meet the needs of all students. The ESL teacher pulls out kindergarten and pushes into first and second grade to deliver ESL lessons driven by the Journey's English Language Learning component. In addition, Kindergarten receives sight word development to support reading fluency using the Benchmark curriculum. Four students in first grade are part of the Tier 3 Extended day program for additional support. The ESL teacher uses the NYSESLAT scores as a guide but uses her own assessments and observations in order to group the students appropriately in either the Beginner/Newcomer group or the Intermediate level group. During these periods the ESL teacher focuses on vocabulary development, language skills and literacy strategies designed to help students quickly reach proficiency in the four modalities. As an additional measure the first grade ELL population (4 students) is grouped in one general education class and the ESL teacher pushes-in to the classroom during the reading period in order to collaboratively offer focused reading/writing instruction to students at that level.
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)?

A comprehensive schedule is developed in the beginning of the school year with the mandated minutes of instruction required by the ELL population. All service providers in the school, including the ESL teacher, create a schedule that meets the needs of the students with the least amount of disruption of the student's program. Beginner and Intermediate level students receive ESL instruction (360 min/wk) during the literacy block. The Advanced students receive 180 minutes weekly and an additional 180 min/ week of ELA instruction.
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 foster language development and meet the demands of the Common Core Learning Standards.

3. In addition, the ESL teachers pushes into Kindergarten, First and Second grade to support the content areas of Science, Social Studies and Math. ECDD uses Journeys, a researched-based, common core aligned literacy program. Journeys provide support for all proficiency levels, scaffolds instruction that helps ELLs access complex text and provides explicit instruction in vocabulary that helps accelerate language acquisition through leveled book in language and vocabulary. The ESL teacher provides ESL strategies using the SIOP model to help increase comprehensible input for ELLs in the content areas. The ESL teacher employs Total Physical Response, realia, scaffolding with songs, repetition, imagery, story maps and various graphic organizers, along with a list of other ESL methodologies to aid in comprehension. Other instructional techniques are learned and refined in workshops with our network ESL Support Specialist, Pierre Galvez, and other professional development workshops offered at the OELL citywide.

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

ELLs enrolled in the ESL program are not evaluated in their native languages throughout the school year. The ESL teacher administers to Spanish-speaking students the Spanish LAB when they enter the country for the first time in order to determine language dominance. This assessment is only available in Spanish. However, the ESL teacher highly recommends to parents that students retain their home languages through practice at home. The ELLs at our school continue on to our sister school, PS208 to receive freestanding ESL, the only program available at the school.

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

The ESL teacher evaluates students writing in a variety of writing assignments given throughout the year. She also collaborates with the classroom teacher and collects information about the students' strengths and weaknesses in writing. This information is used to drive future instruction. Reading is evaluated formally with the Fountas and Pinnell Reading Tracking system four times a year. Oral reading skills, reading comprehension and listening skills are also assessed, informally, during classroom observations throughout the year. The ESL teacher practices listening skills throughout the year by giving students increasingly difficult tasks with oral instructions.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction for ELL subgroups

- a. There are no SIFE students at our school. We are Pre-k to 2nd grade school.
- b. Newcomer ELLs (0-3 years of service) are generally in the Beginner or Intermediate group that meets 8 times a week for focused ESL instruction. One exception, a student who tested proficient after his second year in the country, will still receive ESL instruction, although only 4 times a week, as additional support for transition into English language proficiency.
- c. ELLs with 4-6 years of service are served as per their mandated minutes prescribed by the NYSESLAT and state requirements. Their progress is monitored to ensure that they are progressing as expected in all 4 modalities. If there is evidence of lagging behind on their RNMR and/or RLAT printouts those areas are addressed by the ESL teacher in one-to-one conferences. Individualized and differentiated instruction is provided as needed.
- d. There are no Long terms ELLs in the school. We are Pre-K –Second grade school.
- e. Former ELLs continue to receive support and attend ESL class as long as the ESL teacher and school administration determine that it will be beneficial to that student.

7. 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?

ELL students with special needs are given the support they require according to their IEPs along with the ELL instruction based on their proficiency level. The ESL teacher is present at all of these students' IEP meetings in order to assist and make recommendations with the team.

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

In order to ensure that ELL-SWDs receive all required ESL minutes and additional services in the least restrictive environment the service providers meet at the beginning of the school year with copies of the students' IEPs to discuss the scheduling of students who receive multiple services. This ensures that there is no overlap in scheduling and that students are served in the least

restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or hard copy. Assessments throughout the year are given with appropriate testing modifications.

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: | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

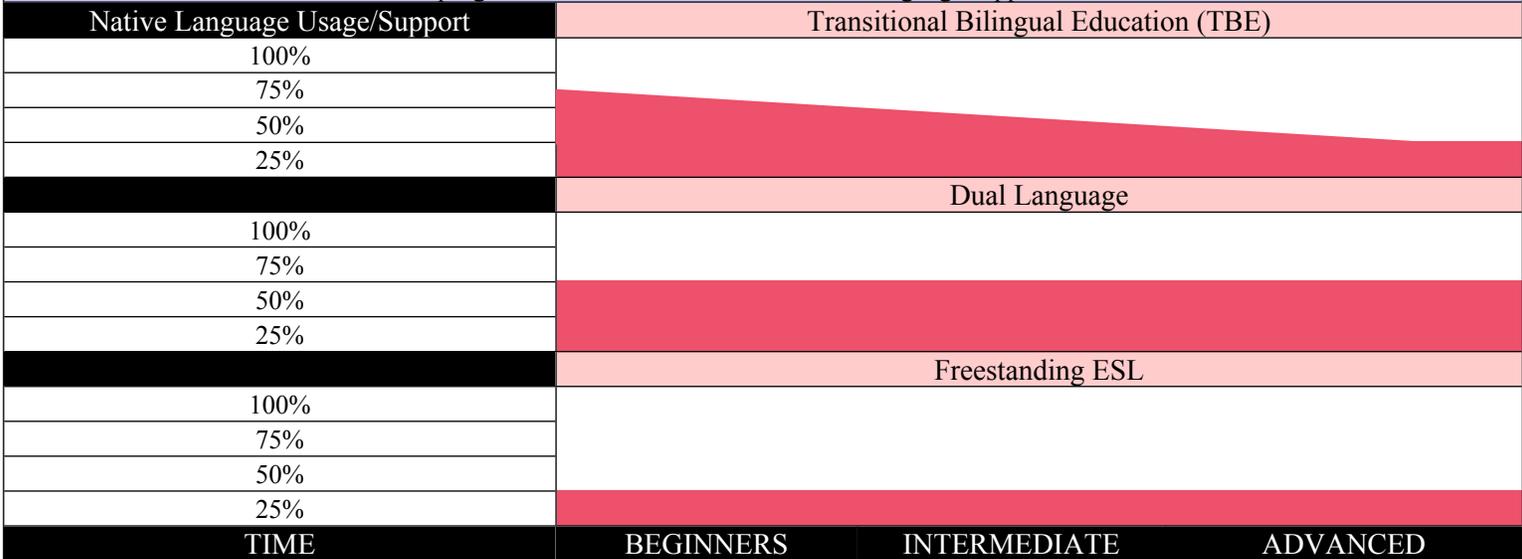
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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 |

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

We are using Benchmark assessment to identify students needing targeting intervention programs. This program is currently offered in English. Using the results of this assessment we group students into tier I, tier II, or tier III intervention services. These services are provided in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This is a new program and we will analyze the effectiveness of this program every cycle (every 6 week) and will use that analysis to help decide how to proceed.

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

This year we are implementing the Journey Common Core program and GoMath as per recommendations from the DOE and our network. These programs have many facets with important implications for the ELLs. As such, the ESL teacher is working with grade level inquiry teams to ensure that ELLs receive the support that they need with their regular classroom teachers in order to succeed in these programs.

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

No programs for ELLs will be discontinued.

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

ELLs are invited to all school programs and they are provided appropriate support as needed. All ELLs attend music classe 4-5 days per weekk. Music helps support the ELLs in listening skills through songs and chants. They learn about different cultural instuments and songs helping to support their background and diversity. The students are exposed to music vocabulary and actions through fingerplays enhancing language acquisition. ELL students attend dance class 4-5 times a week. Dance class offers them opportunities to strengthened their listening skills as they listen to words and to create their own intepretive movements. Students learning English can experience new words and build on their second language as they engage in physical acitivity thourgh TPR (Total Physical Response).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All of our classrooms have leveled libraries, SMART Boards, computers, laptops, iPads and document readers. Smartboards are used to accommodate different learning styles. All forms of media– videos, photographs, graphs, maps, illustrations, games, etc.

can

be used on the board, scaffolding the learning process for ELLs. This expands the range of content that can be use for teaching or presenting new information. All ELL students are provided opportunities to use RAZ-Kids, an online guided reading program

with

interactive ebooks, downloadable books, and reading quizzes. Students log on using their personal username and password.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is offered to Spanish-speaking students from the ESL teachers and other bilingual school staff. This support usually consists of discussions of class-content and the directions for assignments. Newcomer students who have limited language are often invited to write in their native language for their first few weeks in school. We then use the appropriate staff members to translate this work for the classroom teacher if necessary so that they can provide comments and feedback to those students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Students in each grade level are assessed using formative and summative assesments to help inform next instructional steps to meet the student's needs. For example, Fountas and Pinnel, a one-to-one assessment, help match students to their instructional and independent reading level. ELL needing additional support are offered RTI (response to intervention) through small groups instruction and Extended day program. Additonal support in early literacy skills are offered to struggling readers to target their strengths and weaknesses and meet their improvement goals. These supports are aligned to their specific needs and proficiency levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Students do not come to school before the school year begins. Depending on funding, afterschool is offered to all ELL students,

especially newcomers. We understand that these students need consistent language instruction, especially in their first couple of years in the country, in order to achieve the highest level of English fluency. ELL students are always invited to participate in all appropriate programs.

18. What language electives are offered to ELLs?

We are a Prek-2nd grade school and do not offer electives.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development for the ESL teacher is provided by the network. Their workshops are usually led by Pierre Galvez and incorporate research by Dr. Lily Wong Fillmore, among others. The ESL teacher also participates in other Professional Development series offered by the Office of ELLs and then turnkeys this information to all teachers of ELLs. One workshop she will be attending this year is Strategies for Developing Comprehension.

2. Weekly inquiry sessions provide an opportunity for all teachers to receive professional development in the area of CCLS and the new curriculum implemented by our school.

3. Our parent coordinator and school guidance counselor receive PD as needed to help support ELLs as they transition into the upper elementary school. The ESL teacher is also involved in answering questions and offering support to parents.

4. In order to meet the 7.5 hours of ESL PD required for classroom teachers, and 10 hours for special ed teachers, the ESL teacher will deliver ELL PD at various sessions throughout the year. This includes during staff development and other after school session. All classroom teachers will be invited to attend and to be present at these sessions in order to acquire a variety of ELL teaching strategies. The topics of these PDs are determined by student needs and teacher observations and requests.

Attendance is taken in all sessions and copies are maintained in a binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. Parent orientation is offered at the beginning of the school year to inform parents about the different programs and resources. In addition, parents are encouraged to volunteer and participate in classrooms. The ESL teacher, Parent Coordinator, and other staff members that speak Spanish support in the classroom and other activities the parents who need translation.
 2. The school partners with the local library for reinforcing reading at home.
 - Learning Leaders trains parents to be volunteers in the school.
 - Through Cool Culture, parents are offered opportunities to visit more than 90 museums in the city throughout the year.
 3. Surveys are sent out in the beginning of the school to address the needs of the parents.

Parents are encouraged to complete evaluations after each parent discussion group and Children at Work.
4. Parent letters, newsletters and calendars are sent by Parent Coordinator to NYC Department of Education for translation. Most parent letters are translated by Parent coordinator and ESL teacher, both are fluent in Spanish. Parent Coordinator conducts workshops in Spanish and schedules conference calls for parent meetings in their preferred language. During parent orientation, parent coordinator distributes parent surveys and offers support to parents in the completion of the parent survey and program selection along with the ESL teacher.

The following activities are available for parents to participate:

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PS 185 Discovery and Deisgn

School DBN: 03M185

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| Jane Murphy | Principal | | 1/1/01 |
| Nicolas Cracco | Assistant Principal | | 1/1/01 |
| Monika Vargas | Parent Coordinator | | 1/1/01 |
| Marilyn Tortoledo | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Michelle Guerin | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M185** School Name: **Discovery and Design Magnet School**

Cluster: Network: **209**

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

Part A: Needs Assessment Findings

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

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

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

The need of our school 15% of our parents speak Spanish only, 14% of the population represent African countries. This information is reported in the school annual report and at SLT and PTA meetings.

Part B: Strategies and Activities

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

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

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

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

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

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