



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE NEW YORK CITY ACADEMNY FOR DISCOVERY
DBN (i.e. 01M001): 27Q306
Principal: CHERYL ANN LEONE
Principal Email: CLEONE8@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JOSEPH BLAIZE

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
Cheryl Ann Leone	*Principal or Designee	
Jimmy Kalamaras	*UFT Chapter Leader or Designee	
Joshua Hirschman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Robert Albino	CBO Representative, if applicable	
Pamela Fox	Member/ UFT	
Kathryn Pantaleo	Member/ UFT	
Jessica Marciano	Member/ CSA	
Gina Madera	Member/ Parent	
Maribell McDaniel	Member/ PA Officer	
Juddy Legendre	Member/ Parent	
Gloria Palau	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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, 100% of teachers will have implemented a completely aligned CCLS Math curriculum as evidenced by CCLS aligned unit plans, lesson plans, performance tasks, rubrics, assessments and inquiry agendas

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.

During our SLT Needs Assessment in May 2013, we found that our math curriculum was not effectively meeting CCLS standards. The results of our Acuity scores and our unit assessments were very low, and students were not growing over the course of the year. There was a lack of alignment between Everyday Math, Acuity and CCLS. We did not have meaningful data from which to draw conclusions to be able to plan effective interventions. Our NYS 2013 Math results show that a majority (62%-78%) of our students are performing at levels 2 and 1, indicating that we have Tier I issues in our instructional program. We knew that we needed to have a curriculum that was aligned to CCLS standards, and we chose Go Math. In order to ensure that Go Math is aligned to CCLS, we need to systematically evaluate our implementation to gather evidence that the content meets each grade level's standards. Where Go Math does not meet CCLS standards or student needs, teachers have to be able to modify their instruction to be CCLS aligned. We also need to be able to identify the learning gaps that our students have after transitioning from NYS Math Standards to CCLS standards. The gap in skills and content knowledge must be addressed in order for our students to catch up and to bridge the difference in the new grade level 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. Activity- Grade level teacher teams will evaluate student assessment data, including NYS Math 2013 Assessment and NYC 3rd Grade Math Baseline Performance Task, to identify gaps in student performance against CCLS standards. (3.3 & 3.5)
2. Activity- Grade level teacher teams will review, analyze and evaluate Go Math units to ensure complete alignment with CCLS standards
3. Activity- Grade level teacher teams will implement targeted instruction to address the gaps in learning identified in NYS Math 2013 Assessment, NYC 3rd Grade Math Baseline Performance Task, and in Go Math Assessments

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

1. Grade level teacher teams, math coach, data specialist, principal, assistant principal, network support personnel
2. Grade level teacher teams, math coach, data specialist, principal, assistant principal, network support personnel
3. Grade level teacher teams, math coach, data specialist, principal, assistant principal, network support personnel

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

1. By December 2013, teacher inquiry teams will have evaluated NYS Math 2013 Assessment data and NYC 3rd Grade Math Baseline Performance Task data to identify gaps in student performance. By June 2014, teacher teams will have analyzed two additional math assessments.
2. At the beginning, middle and end of each unit, teacher teams will review and evaluate lessons and assessments during their weekly teacher team meetings to ensure alignment to CCLS and the instructional shifts.
3. At the beginning, middle and end of each unit, teachers will supplement and/or adjust the Go Math units to ensure alignment to CCLS and the instructional shifts, as well as to address the gaps in student learning that are identified through analysis of student work and student performance during the units.

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

1. Ongoing throughout the year: Beginning in November 2013 and again in January, March and May 2014
2. . Ongoing throughout the year: Beginning in September 2013 and ending in June 2014.
3. Ongoing throughout the year: Beginning in September 2013 and ending in June 2014.

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

1. Teachers will use their weekly Circular 6 period and bi-monthly PLC (Professional Learning Community) prep to work in grade level teams. During these periods, they will evaluate student work and student data in order to assess CCLS alignment and students' growth towards meeting the standards. Teacher teams will receive support from both our literacy and math coaches that will share best practices learned from network professional developments in analyzing student work.
2. Teachers will use their weekly Circular 6 period to work in grade level teams. During these weekly meetings, they will discuss lessons and their alignment to CCLS standards.

3. Teachers will use their weekly Circular 6 period to discuss student progress in meeting CCLS standards and will strategize to make adjustments to their lessons to address observed gaps and needs.

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).

We will be offering a series of family workshops to inform parents of CCLS standards and of the instructional shifts. At each workshop we will provide families with actionable strategies that can be carried out at home to help support student learning and progress towards meeting CCLS standards. We will also provide content specific workshops for parents in ELA and Math so that they are aware of the specific expectations for their child's grade level and the challenges of the new standards and curriculum. Workshops will be offered to parents at least once a month.

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	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, 100% of teachers will have implemented a completely aligned CCLS ELA curriculum as evidenced by CCLS aligned unit plans, lesson plans, performance tasks, rubrics, assessments and inquiry agendas.

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.

During our Comprehensive Needs Assessment in May 2013, we found that we still had many questions about what constituted appropriate grade level reading and writing tasks. The lack of exemplars available to us made setting goals and expectations for students very difficult. Our 2012-2013 instructional emphasis in ELA had been persuasive writing using informational text, but the results of our 2013 ELA tests showed that anywhere from 63%-78% of our students scored at levels 1 or 2, indicating that there was a problem with our instructional program at the Tier I level. The emphasis over-shifted to non-fiction, with not enough of attention being paid to fiction. That is why we decided to choose ReadyGen as our new ELA program, in hopes that it would provide us with more guidance and structure in achieving CCLS standards and achieving a balance of fiction and non-fiction in our instructional program. Since ReadyGen is supposed to already be aligned with CCLS standards, the focus in implementing ReadyGen for our staff in this 2013-2014 school year is to evaluate said alignment and to identify gaps in learning between previous NYS ELA standards and new CCLS standards in order to provide support to students to be able to bridge those learning gaps that occurred from new demands of rigor and higher expectations.

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. Activity- Grade level teacher teams will evaluate student assessment data, including NYS ELA 2013 Assessment and NYC 3rd Grade ELA Baseline Performance Task, to identify gaps in student performance against CCLS standards. (3.3 & 3.5)
2. Activity- Grade level teacher teams will review, analyze and evaluate ReadyGen units to ensure complete alignment with CCLS standards
3. Activity- Grade level teacher teams will implement targeted instruction to address the gaps in learning identified in NYS ELA 2013 Assessment and in Ready Gen Assessments

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

1. Grade level teacher teams, Math coach, data specialist, principal, assistant principal, network support personnel
2. Grade level teacher teams, Math coach, data specialist, principal, assistant principal, network support personnel
3. Grade level teacher teams, Math coach, data specialist, principal, assistant principal, network support personnel

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

1. By December 2013, teacher inquiry teams will have evaluated NYS ELA 2013 Assessment data and NYC 3rd Grade ELA Baseline Performance Task to identify gaps in student performance. By June 2014, teacher teams will have analyzed two additional ELA assessments.
2. At the beginning, middle and end of each unit, teacher teams will review and evaluate lessons and assessments during their weekly teacher team meetings to ensure alignment to CCLS and the instructional shifts.
3. At the beginning, middle and end of each unit, teachers will supplement and/or adjust the ReadyGen units to ensure alignment to CCLS and the instructional shifts, as well as to address the gaps in student learning that are identified through analysis of student work and student performance during the units.

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

1. Ongoing throughout the year: Beginning in November 2013 and again in December, February, April, and June 2014.
2. Ongoing throughout the year: Beginning in September 2013 and ending in June 2014.
3. Ongoing throughout the year: Beginning in September 2013 and ending in June 2014.

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

1. Teachers will use their weekly Circular 6 period and bi-monthly PLC (Professional Learning Community) prep to work in grade level teams. During these periods, they will evaluate student work and student data in order to assess CCLS alignment and students' growth towards meeting the standards. Teacher teams will receive support from both our literacy and math coaches that will share best practices learned from network professional developments in analyzing student work.
2. Teachers will use their weekly Circular 6 period to work in grade level teams. During these weekly meetings, they will discuss lessons and their alignment to CCLS standards.
3. Teachers will use their weekly Circular 6 period to discuss student progress in meeting CCLS standards and will strategize to make adjustments to their lessons to address observed gaps and needs.

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).

We will be offering a series of family workshops to inform parents of CCLS standards and of the instructional shifts. At each workshop we will provide families with actionable strategies that can be carried out at home to help support student learning and progress towards meeting CCLS standards. We will also provide content specific workshops for parents in ELA and Math so that they are aware of the specific expectations for their child's grade level and the challenges of the new standards and curriculum. Workshops will be offered to parents at least once a month.

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	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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, all students in grades K-5 will show improvement in their behavior as they work towards our PACK values of being Positive, Accountable, Collaborative and Kind; this improvement will be measured by achieving a 5% decrease in student behavioral incidents on OORS.

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.

This goal builds on our behavior goal from our 2012-2013 CEP. As our student population has grown from only 150 students to 490 students in the past 5 years, we have encountered more challenges in maintaining appropriate student behavior and discipline in our school. Our incidents in OORS have increased over the past 3 years as our school has grown, and there has been an increased need for staff to address these behavioral issues, including guidance counselors, paraprofessionals and administrators. Last year our behavioral goal was an implementation goal based on launching PBIS at our school. This year our goal will be a measurable goal of a 5% reduction of incident reports in OORS as we begin the first full year of PBIS implementation.

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. Charts and posters of our PACK values will be displayed in classrooms, hallways, staircases, the playground, the cafeteria and the multipurpose room to reinforce expectations and rules for each of these areas in the building.
2. A school store will be set up and stocked with prizes to reinforce positive behavior
3. A school-wide implementation of the character education program Cloud 9 to promote positive behaviors and support our PBIS program.
4. Implementation of Overcoming Obstacles curriculum for grades 3-5 to explicitly teach coping skills and strategies for dealing with conflict.
5. Establish a partnership with RAMAPO to provide professional development and support to staff for behavior management.

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

1. PBIS Team, parent coordinator, school aides, all teachers
2. PBIS Team, Parents Association, all teachers, guidance counselor
3. PBIS team, principal, assistant principal, guidance counselor, all teachers, all non-teaching staff members including custodial, nurse, and kitchen staff.
4. PBIS team, principal, assistant principal, guidance counselor, teachers in grades 3-5
5. Principal, assistant principal, guidance counselor, all teachers, RAMAPO consultants

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

1. By January 2014, all areas of the building will have posters and PACK displays for staff and students to refer to. By February, there will also be tracking charts and systems in place to monitor the accumulation of PACK dollars.
2. By November 2013, a menu of prizes will be developed. By December 2013, materials for prizes will be purchased and organized. By January 2014, the PBIS store will open. From January to June we will track the students that have earned prizes from the PBIS store.
3. By December 2013, teachers will have received professional development in the Cloud 9 program, and all staff will have received information regarding school-wide implementation of the values of the month. From January to June, we will have a monthly value to focus on.
4. By November 2013, 3-5 teachers will have implemented the *Start of School Year Lesson Guide* from Overcoming Obstacles. By December, all 3-5 teachers will have received training from the school counselor during TTM to map out the remainder of the year and explain the curriculum guides. In February 2014, 3-5 teachers will meet with the school counselor to provide feedback to evaluate the effectiveness of the program and to make any necessary adjustments to the curriculum.
5. By November 2013, all teachers will have received a full day of professional development from RAMAPO to support teachers in establishing effective Tier I behavior management systems. From December to June, RAMAPO consultants will conduct residency cycles with teachers that need additional support in behavior management.

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

1. Ongoing throughout the year: Beginning in January 2014 and continuing through June 2014.
2. Ongoing throughout the year: Beginning in November 2013 and continuing through June 2014.
3. Ongoing throughout the year: Beginning in December 2013 and continuing through June 2014.
4. Ongoing throughout the year: Beginning in November 2013 and continuing through June 2014.
5. Ongoing throughout the year: Beginning in November 2013 and continuing through June 2014.

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

1. The PBIS Team will meet on Mondays after-school to plan and organize the process for creating and hanging posters.
2. The school store will operate during the lunch periods on Friday 2x a month.
3. Teachers will participate in training before school in December to learn how to implement Cloud 9.
4. Teachers will meet with the school counselor during select Circular 6 TTM periods in the year.
5. RAMAPO will provide the whole staff training on the Chancellor's Professional Development date on Election day. Teachers participating in the residency will receive coverage during the school day to meet with the RAMAPO facilitator.

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).

Workshops will be provided for parents to build partnerships that reinforce the PACK values we teach in school at home. A series of workshops will be offered on a monthly basis to introduce monthly values to parents and to provide them with ideas for how to work at home with their children. Parents will also receive copies of books from the Cloud 9 program to read at home with their children to reinforce what they learn in school.

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		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 2014, our school will have increased the amount of communication we have with families as measure by the addition of 2 new web-based communication strategies including creating a new school website and starting an e-mail distribution.

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.
Our school has systems in place to communicate with families through flyers and phone calls, but we have an increasing number of families that use e-mail and the internet. During SLT meetings and our annual needs assessment session with parents, families expressed the desire to receive e-mails and to be able to use a central website to stay informed of what is happening in the school building. While the flyers and phone calls are effective for some families, it seems necessary to increase our web-based strategies in order to appeal to families that use technology on a daily basis. By cross checking our data from our Annual Needs Assessment with our 2012-2013 Learning Environment Survey data, we found that 57% of parents wanted the school to use e-mail as a form of communication.

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
<ol style="list-style-type: none"> We will create a functioning school website on Shutterfly that will provide parents information regarding upcoming events and school initiatives. We will create an E-mail distribution list that is linked to our school website so that parents can receive emails about events and receive important notifications.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Website coordinator, Parent Coordinator, School Leadership Team, Parents Association, technology liaison Website coordinator, Parent Coordinator, School Leadership Team, Parents Association, technology liaison
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> By December 2013, a school website on Shutterfly will be created and will go live. By January 2014, we will have uploaded all documents from September to December 2013 that were sent out in paper form for parents to be able to refer to previous offerings. From February to June, the website will be updated weekly to keep all information current and to make any revisions. By January 2014, we will have collected e-mail addresses from families wishing to be on the distribution list. By February 2014, we will adjust our sign-in sheets at functions to include the section "How did you hear about this workshop?" in order for us to gauge which method of communication is working the most.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Ongoing throughout the year: Beginning in December 2013 and ending in June 2014. Ongoing throughout the year: Beginning in January 2014 and ending in June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> The School Leadership Team will meet once a month after school and will monitor progress towards meeting this goal. Our parent coordinator will meet with our technology liaison biweekly to work on the website and/or to troubleshoot any issues. The School Leadership Team will meet once a month after school and will monitor progress towards meeting this goal. Our parent coordinator will meet with our technology liaison biweekly to work on the website and/or to troubleshoot any issues.

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).
This is a parental involvement goal. Everything that we are doing is geared towards increasing the amount and quality of communication that we have with families. In addition to keeping families informed, we also want to use this new system of communication to collect information regarding the needs of parents. The creation of a

website and e-mail distribution list will allow us give information, as well as to receive information from families, so that we may be able to design and offer programs that meet the specific needs of our school community.

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		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	Tier II-Tier III Literacy Intervention (Literacy Specialist) Reading & Writing Strategy Interventions/ Guided Reading Reading/ Writing Intervention ESL After-school	Small Group students (3rd Grade) Small Group 14 students 2 3rd graders 5 4th graders 7 5th graders Small Groups 10 Kindergarten 20 1st graders 27 2nd graders 34 3rd graders 21 4th graders 12 5th graders 40 students Various grades	*During the school day the second period of our ELA block. *Extended Day on Tuesdays *After School on Tuesdays
Mathematics	Math Tier II	Small Groups 10 Kindergarten 4 1st graders 9 2nd graders 19 3rd graders 16 4th graders	*During the second period of our Math block. *Extended Day on Wednesdays *After School on Wednesdays *During Enrichment/Remediation block for 4 th and 5 th grade Math
Science	Small group classroom based interventions	Small Group 16 4 th graders	*During Science periods 3x a week
Social Studies	Small group classroom based interventions	Small Group 15 4 th and 5 th graders	*During Social Studies periods 2x a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small Group 1 1 st grader 2 2 nd graders 10 3 rd graders 8 4 th graders 4 5 th graders Whole Class	During the school day Character Education period 2x a week

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

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).
Professional development for teachers, principals and paraprofessionals is ongoing, as is based on the needs of staff members. Professional development sessions are chosen and designed according to self-identified needs and observed needs as measured by Danielson observations conducted by school leaders. Professional development sessions are offered at the school-wide level during faculty conferences and during Professional Learning Community (PLC) sessions. Professional development sessions are also offered to teachers through our literacy and math coaches at an individual level and at a small group level. Paraprofessionals are also included in professional development during PLC sessions. The principal, assistant principal and coaches in turn receive professional development from the network and from DOE providers.

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.).
Our Title I funds are used to purchase materials and services to supplement our instructional program for all students in the school. With Title I funds, we are able to purchase materials for our extended day program and to fund after school programs to help our neediest students.

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.).
Our school provides families transitioning from Pre-school to Kindergarten support by providing Family Orientations before the summer vacation. During these orientations, teachers provide families with information regarding the Kindergarten program and expectations for Kindergarten. Teachers also provide parents with information packets that include tips and techniques for parents to use at home to support and promote literacy and numeracy.

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 and administrators met to discuss the assessment options provided to them from ReadyGen, Go Math and the DOE. assessment options and choose the measures that will produce data that we can use to make adjustments to our instructional program. We have chosen a variety of assessments including standardized tests, as well as rubric based performance tasks in order to match CCLS assessment standards.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Public School P.S. 306 Q

The New York City Academy for Discovery

PARENTAL INVOLVEMENT PLAN

Vision:

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

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

A welcoming environment

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

Programs and activities to engage families in improving student achievement

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

Strong relationships between teachers and families

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

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

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

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

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

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

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Public School P.S. 306 Q

The New York City Academy for Discovery

SCHOOL-PARENT COMPACT

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

School Responsibilities

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
We use the Everyday Math Program in grades Pre-K through Third grade. We teach Literacy following the Balanced Literacy approach, integrating Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Shared Writing, Interactive writing, Making Meaning, and Being a Writer Writing Workshop to allow students to develop their literacy skills. These programs and approaches support all learning styles and levels of development. We provide ESL services for English Language Learners through the use of certified ESL teachers. Our school provides ESL services using pull-out, push-in and content area integration in Science. We follow the CR Part 154 Mandates/ No Child Left Behind guidelines. All lessons are standard based following the NYS standards, and all students are held accountable for working towards

meeting or exceeding these standards. In addition we use data to identify struggling students and we provide SETSS and AIS programs to help provide support.

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

Parent Responsibilities

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

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

- Serving and volunteering, to the extent possible, as Learning Leaders, or sharing a special talent or trade that may help the education of your child and the school.

Student Responsibilities – Grades K – 4

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent 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 27	Borough Queens	School Number 306
School Name New York City Academy for Discovery		

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 Cheryl-Ann Leone	Assistant Principal Jessica Marciano
Coach Jennifer Milio	Coach Jimmy Kalamaras
ESL Teacher Amy Felix/Amanda Francavilla	Guidance Counselor Jennifer Brosius
Teacher/Subject Area Kerry Maguire/3rd grade ESL	Parent
Teacher/Subject Area Kaitlyn Comastri/1st grade ESL	Parent Coordinator Yolanda Sandoval
Related Service Provider Kathryn Pantaleo	Other
Network Leader(Only if working with the LAP team)	Other

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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	5
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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	480	Total number of ELLs	64	ELLs as share of total student population (%)	13.33%
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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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-in	2	1	2	2	1	2								10
Pull-out	0	1												1
Total	2	2	2	2	1	2	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	5	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	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	59	0	11	5	0	2	0	0	0	64
Total	59	0	11	5	0	2	0	0	0	64
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	11	8	6	6	11								47
Chinese	1		1			1								3
Russian														0
Bengali	1					1								2
Urdu	1					1								2
Arabic	2	2	1	1	2	0								8
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other			1											1
TOTAL	11	13	11	7	8	14	0	0	0	0	0	0	0	64

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)	5	3	2	1	2	5								18

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	2	2	2	3	3								13
Advanced (A)	5	8	7	5	2	6								33
Total	11	13	11	8	7	14	0	0	0	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	1	0	0	4
5	7	1	0	0	8
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	3		1	1					5
5	3	4	1		1	2			11
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	2	2	2	2	2	0	1	11
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Our school uses Fountas and Pinnell running records and common core standards as an indicator of student literacy skills. Our school cabinet, made up of grade leaders, ESL, IEP, and content area members, will analyze the data and trends across the year. Data based on last years Fountas and Pinnell and the year prior indicated that ELL's and general education students needed growth in vocabulary and fluency. Those areas were supplemented by the ESL staff by using context and comprehension strategies and introducing grammar components based on language level. This year's increase in ELL population size within the fourth and fifth grade will help provide a more accurate needs assessment. We plan to continue using data to inform instructional goals within the ESL program based on incoming Lab-R data and Fountas and Pinnell data and to use this data to inform instruction across all content areas. Specifically, professional development has been utilized to insure that this information is being used to target instruction and goal setting within the ESL program and also within the schools core classroom curriculum.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Patterns in Proficiency Levels

Our NYSESLAT data shows that the majority of our ELL students are from early childhood grades K-2. By 3rd grade, a vast majority of our students reach proficiency on the NYSESLAT. Students in grades 3-5 are mostly newcomers or students that have been at our school for 2 years or less. Lab-R data for this year reveals that of the 17 students that were tested 10 were beginners and 6 were advanced, with 1 intermediates, indicating that we have a wide spread of needs at our school. This will require strategic differentiation using the push in/pull out model as these students have different language and time requirements within the same class environment. This data is analyzed by the ESL teachers and members of the LAP team and referenced during strategic planning with classroom and content area teachers. Analysis of NYSESLAT by grade reveal the following trends: 1st grade majority A and I level in reading and writing and majority P and A in listening and speaking with 5 students reaching proficiency on last years NYSESLAT exam, 2nd grade majority beginner level in reading and writing and majority P in listening and speaking with 1 student reaching proficiency on last years NYSESLAT exam. 3rd grade majority A level in reading and writing and majority P and A in listening and speaking with 4 students reaching proficiency on last years NYSESLAT exam. 4th grade majority A level in reading and writing and majority P and A in listening and speaking with 1 student reaching proficiency on last years NYSESLAT exam. Although the number of students reaching proficiency decreases as the grade goes up, so does the number of ELLs per grade.

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](#))

Data not available yet.

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?

Patterns in Proficiency Levels

Using NYSESLAT data we have recognized growth for a majority of our ELL's: at least one level on the NYSESLAT. By conducting raw score data analysis of the NYSESLAT, it has also been clear that a majority of our ELL's are operating with a strength in speaking and listening as opposed to reading and writing, which has been shown as one level weaker. ELL students have the opportunity to take state tests in their native language. Only a few of the students decided to use native language tests; overall their scores were not greatly improved when completing test in their native language. ELL periodic assessments allows us to see the trends in areas the ELLs are struggling with and adapt lessons to meet the needs of the students to better prepare them in their classroom setting and for future assessments.

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 begin by examining how ELLs social and academic backgrounds have an impact on their academic achievement. We examine the Tier I instruction that is delivered as well as formative assessments, which include Fountas and Pinnell running records, Dibels, and prior years State ELA, Math, and NYSESLAT scores. Based on these observations and analysis of data, we determine the course of intervention in order to meet the students' needs. Within the classroom, students are grouped according to their reading and math

levels, so teachers can work with small groups to deliver intensive tailored instruction. This year as a Response to Intervention for ELLs, our school will pilot Lexia Core 5, a research proven acceleration computer program which follows a model of data driven, differentiated learning. This program will provide teachers with ongoing real-time progress monitoring data on specific skills which include phonological awareness, phonics, structural analysis, fluency, vocabulary and comprehension as well as lessons that will target the skills the students are struggling with. The data that is collected will be analyzed by the classroom, ESL, and intervention teachers to continuously adjust instruction for the student. Students that are not progressing at an appropriate pace are referred for Tier II intervention services, where further diagnostic assessments are conducted and used to pinpoint the students' specific needs. A 6-8 week cycle of RTI is provided with continuous progress monitoring. Any further interventions or referrals will be determined at the end of the cycle.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL classroom is a print rich environment. Students benefit from constant staff support and guidance to ensure maximum success. ELL's continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programming including visual arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Second language development in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher collaboration to isolate skills and develop strategies based on the standards within each area and by grade using common core standards. ELL students also have access to all services offered in the school setting. Classrooms as well as the school library contain books that are in the ELLs native language. While all students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology, classes for the upper grades and Ipads with educational Apps, ELL students have Imagine Learning Software and Lexia Core 5. Imagine Learning is an interactive supplemental program specifically for ELLs that assesses each student's language level based on the four modalities and tailors a sequence of activities targeted to develop academic language. In addition to giving students feedback on their real time choices while practicing listening, speaking, reading and writing, this program also provides educators feedback about student growth and indicators to target or revisit.
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.).
Our school uses Fountas and Pinell as well as Ready Gen and Go Math assessment data to determine the growth of student achievement in these programs. Classroom teachers and ESL teachers enjoy the collaboration of co-teaching and feel the support of having two educators working together builds upon the success of the students. We also use NYSESLAT scores from the current school year to determine how much improvement our ELL's made during this year and to inform our instruction for the upcoming school year.

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](#).)
ELL Identification

Our school follows the routine system of ELL identification beginning with the administration of the Home Language Identification Survey (HLIS) to every incoming student who is new to the DOE. When parents come in to register, they identify their native language on the DOE native language poster. Ms. Felix and Mr. Kalamaras conduct the interview in Spanish for

Spanish speaking parents, while parents speaking languages other than Spanish and English are serviced through the over the phone DOE translations unit. The HLIS is then administered by ESL certified staff including Amy Felix, Amanda Francavilla, and Jimmy Kalamaras. Staff members use the HLIS forms from the DOE website and conduct the oral interview in English or the native language to determine LAB-R eligibility using the DOE translation unit for any languages if direct translation is unavailable. Completed HLIS are signed by the pedagogue who administered it and each HLIS has a completed language code . Once a student is identified as LAB-R eligible, that student is administered the assessment by the aforementioned ESL certified staff members within 10 days of admission. Additionally if that student's dominant language is determined to be Spanish, the Spanish LAB will also be administered by Amy Felix and Jimmy Kalamaras. Results of the LAB-R determine student eligibility with our ESL program. Once a student is identified as an ELL by the aforementioned process, parents are sent an entitlement letter and a phone call is made to the family to schedule a parent orientation. Parent choice form of programming is completed after parents have watched the parent orientation video and all options are explained. Entitlement is reflected in the checked box on the HLIS and copies of completed HLIS are placed in our compliance binder and cumulative folders and stored in a secure location.

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.

During the course of the school year parents will have numerous opportunities to become aware of the three programs available for English Language Learners: Transitional Bilingual, Dual Language and Free Standing ESL. Notification of the ELL's program options is made available to parents. Once a student is identified as an ELL using the LAB-R within the first 10 days of enrollment, parents are invited to an orientation that utilizes translated DOE resources to help parents identify and choose their program preference on the Parent Survey and Selection Form. Spanish language information sessions are provided for our Spanish speaking families. A translator is provided for parents that speak other languages through the DOE Translation unit when necessary. Within 20 days of enrollment a student is registered, tested with the LAB-R if eligible, identified as an ELL and parent orientation is completed. If a parent is unable to attend parent orientation, ESL providers Amy Felix and Amanda Francavilla and parent coordinator Yolanda Sandoval continue outreach such as notifications one-on one or by phone to ensure parent involvement. Transfer options are made available to parents if the program of their choosing is not readily available at our school. In the event that another program becomes available, forms will be sent home to parents informing them of their new opportunity. Invitations to attend Parent Orientation are sent home to inform them of the meeting once this year after enrolled ELLs are administered the LAB-R. When a new ELL student is enrolled during the course of the year, an entitlement letter is sent to that family and a phone call is made for a one-on-one orientation meeting. Entitlement letters are sent home informing parents of their child's Lab-R score and qualification for ESL services. Letters sent home are translated in the native language of the parent and indicate a clear time and date of the meeting regarding their child's placement, which is also conducted in the parent's native language using the DOE translation video and translation and interpretation unit to supplement in the event that a trained pedagogue can not speak the home language.

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

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 [\[see tool kit\]](#).)

The ESL teachers begin the year by preparing entitlement, continued entitlement and non-entitlement letters to be sent home to families in the parents' language of choice. These signed and returned letters are filed and stored in our ESL data binder in a secure location, as well as in each students cumulative folder. Parent Survey and Selection forms are handed out in person at Parent Orientation Meetings. After parents watch the orientation video and receive information regarding their program options, they complete the forms and hand it directly to the ESL staff. These forms are also stored in our ESL data binder and a copy is placed in each cumulative folder. ESL teachers follow up with families that did not attend orientation by contacting them by phone and sending a second copy. ESL teachers maintain a log of communication when reaching out to families that did not attend. ESL teachers follow this same procedure throughout the year as new ELL students are identified when they register.

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.

Our school only has a free standing ESL option. Once identified as an ELL or continuing ELL, entitlement and continued entitlement are sent to families. A copy is made of all letters and kept in our ESL data binder. Continued entitlement students

immediately begin receiving instruction with our ESL program consistent with mandated minutes based on scores from the NYSESLAT which determines the student's language level of beginner, intermediate or advanced. Parents of newly entitled students are invited to attend a parent orientation and are given the parent survey and selection form after watching parent orientation video and are fully aware of their options. Parents then make their selection and students are placed in the ESL instructional program offered at our school. Parents are provided an opportunity to transfer to schools where bilingual or transitional bilingual programs are offered through communication with the OELL ELL program transfer at schools.nyc.gov or to choose to remain at PS 306 Q in the ESL program, as at this time the school is only able to offer ESL services and does not have sufficient interest to justify the addition of a TBE program. Parents meetings are given in spanish as needed, as well as other native languages with translation services. The ELPC screen is continuously updated with parent choice and program within 20 days of enrollment.

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.

Over the course of the required testing period, ELL students will be administered all sections of the NYSESLAT exam consistent with ELL testing procedures and IEP mandates. NYSESLAT testing is conducted by trained ESL Staff. During the testing window all documents will be stored in a safe and secure location available only to authorized staff. ESL teachers will create a schedule for administering the Speaking portion of the NYSESLAT first. A schedule for administering the Listening, Reading and Writing sections will also be created. The testing window for our school's entire NYSESLAT administration runs 3 to 4 weeks. During this time, the ESL teachers take careful attendance to ensure that students absent during their scheduled administration get tested during the make-up window, as well as making sure all students are tested on all four parts.

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. [①](#)
- We have only had 7 parents request another program other than ESL (4 for TBE and 3 for DL). The overwhelming amount of our parents have indicated a desire for our Freestanding ESL program. Our school's instructional programs are therefore aligned with parent choices. Since we have not reached the 15 student threshold for opening up a TBE or DL class, we will only continue to provide Freestanding ESL services.

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])?

PS 306 has a push-in, pull-out ESL program. Our certified ESL teachers provide instruction to ELLs. The program fully serves all eligible students. The ESL teachers implement ESL methodologies that support language development in listening, speaking, reading and writing for K-5 students. ESL students are regrouped in the ESL classroom at designated times based on their proficiency levels. The ESL teachers work in partnership with the classroom teachers to support content specific ESL instruction that aligns with classroom activities and curriculum goals. Our school is operating a push-in, pull-out ESL model based on the mandated minutes of our ESL students. Language learners in each grade are grouped into one class generally to increase productivity. The continued collaboration of classroom and ESL teachers makes supporting language learners with a range of ability possible.

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)?

Schedules are coordinated with classroom teacher support to insure that instructional time adheres to mandated minutes allocated to each ELL student based on language level: beginner and intermediate ELLs receive 360 minutes a week of ESL instruction broken down into eight periods and Advanced ELLs receive 180 minutes of ESL instruction broken down into four periods.

Student language levels are based on LAB-R/NYSESLAT results and designated as beginner (B), intermediate (I) or advanced (A) within grades K-5. Teachers who are dually certified in ESL have the majority of ELLs in their classes creating a more productive environment and delivering continuous ESL support for the ELL students.

ESL instruction is a culmination of methodologies used to increase the four areas of proficiency: speaking, listening, reading and writing. Each student is seen as an individual with an individual history and style for language acquisition. The students are addressed in a variety of models in order to enrich their experience. In addition, instruction is conducted using heavy scaffolding and differentiation within both literacy and content specific areas to ensure greater comprehension. Intervention in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher. ELL students also have access to all services offered in the school. Students are provided grade as well as ESL proficiency appropriate materials. Instructional materials are as diversified as our curriculum and include a variety of print and technological resources used to target comprehension from all angles. Print resource includes high frequency readers created specifically for our ELL's to increase fluency and leveled libraries including bilingual books and picture dictionaries. Our technological resources include Imagine Learning software, Lexia Core 5, smart boards, a variety of learning websites and listening centers. In addition, students are given the opportunity to converse with one another in meaningful and realistic activities, in order to foster both academic growth and self-confidence. All students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology classes for the upper grades and I pads with educational Apps.

Explicit ELA Instruction

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

Explicit NLA Instruction

We recognize that NLA proficiency promotes self-confidence and success in learning a second language. We supplement this knowledge by utilizing bilingual books and attention to cognates to provide additional native language support. Our library has bilingual print resources which include bilingual glossaries and dictionaries and our classrooms libraries with ELL students have bilingual books available as well.

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.

To deliver instruction in content areas, ESL teachers push in to classes as well as pull out students. The ESL teachers provide support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. Together we identify skills and concepts appropriate to the grade, language proficiency level (B, I, A), and learning styles of the ELL students. The ESL teacher scaffolds the concepts, in English, taught by the general education teacher to the ELL students.

Our ESL program focuses on developing and teaching students to use academic language skills. Both the teacher and students use academic language to communicate, analyze and explain content. The teacher models the appropriate language and creates opportunities for using academic language. At P.S. 306, ELLs are taught how and when to use learning strategies. Students are shown when and how to use these strategies (teacher modeling) and are given opportunities to practice it. Another of the methodologies we use is to repeat the concepts in different ways to address their learning styles. Our program also focuses on differentiated instruction aligned with the CCLS in which material is presented in smaller segments, assignments are expanded over a longer period of time, and instruction is provided within small group settings. Assessment activities are integrated into the program to help gauge students' progress in acquiring the language.

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

We ensure that ELLs are appropriately evaluated in their native language by administering the Lab-R and Spanish LAB to native Spanish speaking students. Spanish speaking students in the testing grades have the opportunity to take the NYS content exams in their native language, and students with a different native language are provided a translator.

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

ELLs are evaluated throughout the school year in all four modalities by using curriculum aligned assessments as well as targeted lessons based on observations. These observations allow classroom teachers and ESL teachers to gain information about student needs in each of the four modalities and create lessons and assessments based on these needs. For example, ESL teachers evaluate speaking skills during conversational lessons and questioning and listening skills by reading passages and eliciting responses. Student work is analyzed by both classroom and ESL teachers to evaluate improvements in reading and writing skills.

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).

Plans for SIFE

Not applicable

Plans for Newcomers

We welcome and embrace newcomers by placing them in a setting that is nurturing and allows them to have a successful transition in the academic environment. ELLs in school less than 3 years are seen for eight 45 minute periods per week. This gives each newcomer 360 minutes in the ESL classroom where they receive intensive English language instruction. This allows students to adjust to their new surroundings and enables them to function effectively in their regular classroom. Students are grouped appropriately with other students who are not only on their level but students who are able to encourage and support them in acquiring the English language. Newcomers are also paired with students that are fluent in their native language. In every case, once a student arrives at the school, initial assessments will be given promptly and appropriately used to ascertain ability. ESL teachers and classroom teachers will collaborate throughout the year to ensure that the special needs of each ELL is being addressed and met in the general education classroom setting. The work being done for the ELA is supplemented by the ESL teacher to make sure that it is accessible for our ELL's regardless of their language proficiency level or years of experience.

Plans for Long Term ELLs

Once the long term ELLs are identified, testing data from the prior year is analyzed to develop a plan for enrichment based on the factors that impact that student's achievement. Students who have not met adequate performance in listening, speaking, reading, and writing based on last year's NYSESLAT exam will benefit from additional support in conjunction with the collaborative ESL model initiated this year during ESL in class enrichment periods lasting 45-90 minutes depending on mandates. Such support consists of ESL and classroom teacher planning and collaboration using the Ready Gen and Go Math curriculum, common core standards utilization, increased frequency of growth tracking of reading levels using Fountas and Pinnell running records, on demand writing pieces and analysis of electronic data tracking to observe trends and develop individualized student goals for literacy and ESL, RTI to develop any

weaknesses in the areas of phonemic awareness, phonics, vocabulary, fluency and oral expression, written ideas, conventions, organization, voice, word choice, sentence fluency, and presentation, Imagine Learning and Lexia Core 5 software that targets literacy specifically for ESL students, literacy through content area instruction during cluster periods, and after-school No Child Left Behind and Title III programming to target literacy goals.

Students who are former ELLs receive continuing support throughout the school year. ESL teachers continue to help classroom teachers with strategies and planning. Former ELLs can receive up to double time on state exams as well as bilingual glossaries, separate location, and oral translation for languages other than Spanish. These supports allow former ELLs to be more successful on exams and in their classroom setting.

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-SWDs continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programming including visual arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Instructional strategies such as small group intervention in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher collaboration and the ESL teachers to isolate skills and develop strategies based on the standards within each area and by grade such as common core standards or everyday math standards. There are many instructional strategies and grade level materials that teachers use to provide ELL-SWDs with academic content area support using hands on tactile manipulatives. Our activities are delivered via the smartboard where students can interact with the lesson. ELL-SWDs students also have access to all services offered in the school setting such as guidance, occupational therapy, physical therapy, and speech services.

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?

Based on the curricular instructional and scheduling flexibility of our school, we meet the diverse needs of our ELL-SWDs by conferencing with service providers and parents to better understand the needs of our students. Many of ELL-SWDs attend afterschool programs that focus on specific skills and strategies. In addition our school is taking initiatives to make sure that ESL teachers become part of the IEP service team and have access to SESIS to ensure that ELL students with disabilities receive mandated services developed during annual meetings. By being part of the process ESL teachers will be able to navigate IEPs and recognize which sections indicate specific services and goals related to those services. By being part of the IEP team ESL teachers will be able to coordinate their schedules with other service providers to ensure that there is no conflicting schedules that disrupt the services mandated to our ELLs with IEPs.

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:			

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

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

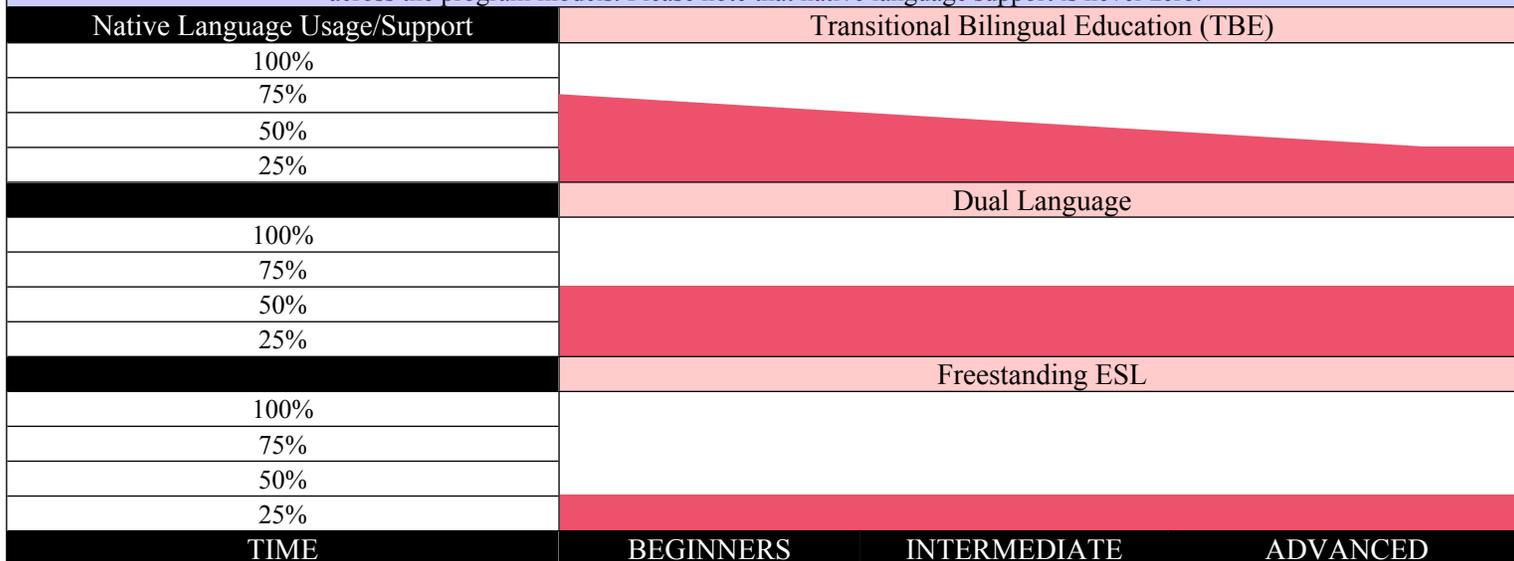
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Intervention in the core content areas such as ELA, math, science, and social studies are supplemented by the ESL and classroom teacher collaboration to isolate skills and develop strategies based on the standards within each area and by grade. This year our school will be using Lexia Core 5 , a computer based acceleration program following the RTI model. It focuses on target intervention for ELLs in the areas of phonological awareness, phonics, fluency, vocabulary, comprehension and structural analysis. ESL students will be utilizing Lexia 30 min per day 3-4 times per week. In addition, our Literacy Coach will be providing RTI intervention to the ELLs' and former ELLs that are not progressing at an appropriate rate in a Tier I setting. Our school will be using Leveled Literacy Intervention (LLI), Recipe for Reading, and Imagine Learning. Computer programs are offered many languages and will be set up based on the students' home language.

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

Based on the previous years NYSESLAT, Math, and ELA data, our students showed strong growth in all subject areas. We will continue to use a similar model for instruction and intervention this school year.

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

This year our school has adapted the Ready Gen Literacy curriculum, Go Math curriculum , Lexia Core 5 and Language Power. Each of these programs provides scaffolding and support for ELLs as well as assessments. Lexia Core 5 will provide ongoing data and lessons to target specific instruction for our ELL students. Language Power is a literacy program designed specifically for ELLs and will be used as a supplemental program during our pull- out time with ELL students.

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

No programs 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.

All ELLs, general and Special Education students are afforded equal access to all school programs. They are invited to participate in all afterschool programs offered on Tuesdays and Wednesdays, as well as the Greater Ridgewood Afterschool program which runs everyday until 5:30pm. ELLs will participate in all other school related programs and go on class trips with their classmates as well. Last year our school had an ESL afterschool program on Mondays and Fridays from 2: 40-3:40 pm. We plan to continue this afterschool program with the allocated Title III funds for this school year.

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

We use the following instructional materials to support ELLs: Ready Gen and Go Math both offer scaffolding materials and differentiated activities for ELLs. Glossaries, literacy leveled books, bilingual and picture dictionaries, word charts, word walls, pictures and other visuals. Imagine Learning and Lexia Core 5 computer programs as well as websites such as ABCmouse.com and Starfall are used to support ELLs during differentiated learning center time.

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

At this time our school only offers an ESL program. In order to support native language, classroom and ESL teachers utilize bilingual glossaries and native language libraries as well as pictures, word walls, word charts and other visuals.

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

All services and resources correspond to ELLs ages and grade levels. However newcomers are grouped based on their proficiency levels often times a beginners. Newcomers in K-2 and 3-5 are grouped together utilizing the language programs Ready Gen and Language Power. The computer programs Imagine Learning and Lexia are set up by students grade level and proficiency level as well.

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.

Activities for newly enrolled ELLs

When parents/guardians register their children, pedagogical staff members, including the ESL teachers, meet with them to describe the different programs available to English Language Learners. Some of these parents/guardians and students also meet with our Guidance Counselor, Social Worker, School Psychologist, ESL specialists and/or Parent Coordinator to address specific social, emotional, and or academic needs during the registration process. Additionally, on a monthly basis, the Parent Coordinator offers various workshops on different topics such as how to assist their children in school and grade-wide expectations and school

policies.

18. What language electives are offered to ELLs?

Not applicable.

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.

Professional development is an ongoing process. Teachers meet weekly to plan, discuss student progress and examine student work. In addition, key information about ELLs is shared to strengthen and support student learning. Common branch teachers, paraprofessionals, special education teachers and our ESL teachers meet for monthly planning sessions to discuss strategies that are most effective in supporting ELLs and share their experiences. Bi-monthly the entire staff engages in professional development in which we analyze the domains of the Danielson framework and the CCLS in order to further align common core instruction for all students. ESL teachers provided professional development to staff during faculty conference workshops in September and will continue monthly throughout the year. ESL teachers attend monthly PD meetings facilitated by our network that deliver strategies and tools to deliver common core aligned instruction. One of the PDs we attended was entitled Engaging ELLs with the CCSS. This PD described the shifts in CCLS and methods for aligning instruction. ESL teachers and the Literacy Coach will attend Lexia Core 5 PD throughout the year since our school has piloted this RTI program with our ELL students. Teachers will receive the required amount of professional development hours (a minimum of 7.5 hours) designated to their license. This professional development will address ESL strategies through Jose P training and will be conducted by the ESL licensed school teacher. These workshops are given to common branch, paraprofessionals, special education teachers, and guidance counselors. In addition, professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal setting initiatives for strategic instruction. Specifically, these workshops focus on the results that specify the range of ability within speaking, listening, reading and writing designated to each ESL student. Professional development is tracked by teachers signing an attendance sign in sheet to validate their presence at the workshop.

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. Our school is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. Parents in our school are invited to become an active part of the community, including parents of ELL students. This information is made accessible to all families through translated materials sent home and visible throughout the school. The school has also hosted events such as coffee and cake with the principal, family holiday nights, school performances, parent mixers, and fundraisers focused on parent participation. Our school also boasts a very active parent association and has several school leadership team parent members who contribute to planning and goal-setting for the school. The active participation of parents at these events allows us for open communication and to address and supplement parent concerns and needs proactively. Letters home and surveys are also utilized to obtain parent input for those who are unable to attend.

Program features include, but not limited to the translation of flyers, homework packet instructions, emails and web-pages. This program allows us clearer communication with the parents of a majority of our ELL's to help us better understand and address their needs. Our Parent Coordinator reaches out to parents and has weekly meetings to meet the needs of parents. She works with the principal to address parent issues and concerns at the school.

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: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl-Ann Leone	Principal		11/15/13
Jessica Marciano	Assistant Principal		11/15/13
Yolanda Sandoval	Parent Coordinator		11/15/13
Amy Felix	ESL Teacher		11/15/13
	Parent		11/15/13
Kerry Maguire/3 rd grade ESL	Teacher/Subject Area		11/15/13
Kaitlyn Comastri/1 st grade ESL	Teacher/Subject Area		11/15/13
Jennifer Milio	Coach		11/15/13
Jimmy Kalamaras	Coach		11/15/13
Jennifer Brosius	Guidance Counselor		11/15/13
Dorothy Werner	Network Leader		11/15/13
Amanda Francavilla	Other <u>ESL Teacher</u>		11/15/13
Kathryn Pantaleo	Other <u>Speech Provider</u>		11/15/13
	Other		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 531

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 information offered on the Home Language Survey form indicates the languages spoken in our school community and how many families need translation and interpretation. Also, ATS provides us with information for identifying our students' home languages. We used data from the Home Language Identification Surveys to identify the languages used to accurately provide the interpretation needed. A sign is posted outside the main office in each of the nine most common primary languages including English, indicating the availability of interpretation services.

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

PS 306 Q has a population of 480 students. The dominant language spoken is English, then Spanish. There are also many other languages such as Mandarin, Chinese, Bengali, Arabic, Urdu and Tagalog spoken by a percentage of the school. On file, there are 106 parents who prefer to receive written communication in a language other than English. This list was distributed to all teachers to ensure that all notes home or memos or any other forms of written communication are given in the language requested. Although each teacher may be unable to communicate orally with parents in the language they may prefer, PS 306 has several staff members who serve as on-site translators. In addition, our school utilizes the DOE translation and interpretation unit for any languages our staff can not provide oral translation for.

Part B: Strategies and Activities

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

Currently written translations services are provided by the staff, since several members of the staff are proficient in Spanish, which is the dominant language being requested for written communication. We use the Translation and Interpretation services to ensure that documents needed in other languages are translated in a timely fashion. If we need to translate something with time constraints we use parent volunteers. There is a strong parent partnership due to a well organized Parent Association and school leadership team. When available, these parents volunteer to assist in translating spoken and written communication.

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

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

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

Our goal is to ensure timely provision of translated documents and oral interpretation services to parents determined to be in need of language assistance. When we are unable to provide written translation in-house, we will complete and submit the Translation Request Form along with the document to be translated one week prior to the date of distribution of the document. In order to provide oral interpretation services, we have employed bilingual school aides and a bilingual secretary and a bilingual parent coordinator. We also have several bilingual teachers. When these volunteers are unavailable, or when we have a need for interpretation in other languages, we will utilize the over-the phone service at (718)752-7373 (Ext. 4) when the need to contact a parent arises, or when a parent visits the school for a meeting with the teacher or the administration. When there is a need for on-site interpretation services, we will complete

and submit an Interpretation Request Form as soon as the event has been scheduled. Our Parent Coordinator, Yolanda Sandoval, will be responsible for ensuring that translation and interpretation services have been arranged. Our ESL Teachers Amy Felix and Amanda Francavilla will notify parents of their right to translation and interpretation services. Feedback from parents and increased parental involvement will inform PS 306 staff of its success in providing language assistance to parents and the effectiveness of strategies utilized to engage parents in the school community.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: The NYC Academy for Discovery	DBN: 27Q306
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input checked="" type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>-2550</u>	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5	
# of certified ESL/Bilingual teachers: 2	
# of content area teachers: 3	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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