

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

SIGNATURE PAGE ON FILE AT THE SCHOOL

Name	Position and Constituent Group Represented	Signature
Jane Murphy	*Principal or Designee	
Elizabeth Espert	*UFT Chapter Leader or Designee	
Talisha Woods	*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>	
Melissa Chu	Parent Member	
Renee Pearson	Member/ Chairperson	
Jocelyn Phillips	Member/ Secretary	
Veronica McCutchen	Member/	
Bernice Moorehouse	Parent Member/	
Lavonia Antrum	Parent Member/	
Lyvonne Leake	Parent Member/	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Through the collaborative effort of teachers and administration, by June 2015, teachers will use formative assessment and data to plan instruction and engage students in lessons that focus on the understanding of concepts and transference of skills related to operations and algebraic thinking resulting in an average of 5% increase in student performance on common assessments focusing on the target Common Core Learning Standards for K-2 OPERATIONS AND ALGEBRAIC THINKING.

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.

Pre-requisite tests in grades two demonstrated that only nine percent of students had acquired the necessary skills and content knowledge to successfully address operations learning in the second grade curriculum. This indicated the need for a more intensive approach for the current second graders and revision of the approach to teaching skills and content in first grade and Kindergarten as well.

Measures of teacher practice from the 2013-14 school year indicated only 60% of teachers had 'effective' practice in formative assessment, indication the need to further develop practice in this area.

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

- Schedule common assessments for Go Math Curriculum and collaboratively develop pacing guides for the chapters in the curriculum.
- Develop a master schedule that includes common planning periods for all grade teams and extended math periods (70 minutes) for each class.
- Develop and adhere to a lesson structure for math that maximizes student work time and accommodates multiple opportunities for formative assessment of key skills.
- Develop a protocol for teacher teams to use to analyze formative assessments to make adjustments to subsequent instruction.
- Teachers will set at least one professional goal related to formative assessment of student learning.
- Plan professional development (minimum of six) with a focus on Formative Assessment Strategies based on expert text.
- Lab Site professional development for teacher teams aligned to collaborate planning and formative assessment- minimum of 4 per year.
- Conduct data reviews and set goals to track and monitor student achievement progress in mathematics
- Conduct a minimum of six observations of math practice (rated and unrated) and provide feedback to teachers related to effective formative assessment strategies

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

1. Classroom teachers, Grade Team Leaders, Consultant from Metamorphosis Mathematics, Principal, Assistant Principal

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

- Common assessment calendar that identifies unit test and mid unit check-ins will be utilized to pace and the year.
- A minimum of four weekly common planning meetings will enable teachers to focus on multiple priorities and the formatted 70-minute math block will ensure appropriate time is allotted for guided and independent practice, fluency drills and targeted Math Practices.
- The protocol for teacher teams allow teachers to surface gaps and identify subgroups for targeted instruction.
- Professional goals enable teachers to concentrate efforts on high impact strategies that are most relevant to their practice and the needs of their students.
- Professional development with a shared expert text enable the staff to work vertically as well as in grade teams to develop effective formative assessment strategies based on the research of experts in the field.
- Lab sites promote collaborative practice and provide a model for common planning and assessment of student work.
- Data reviews support teacher application of the information they are formatively collecting on student learning and achievement.
- Observations of practice are used to support individual teachers and to surface school-wide trends and patterns to be used for planning professional learning experiences and developing action plans as needed.

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

- Schedule assessments, develop master schedule: October 31, 2014
- Develop lesson structure and protocol and professional goals: November 30, 2014
- Professional Development with expert text: Through March 30
- Lab Sites: Ongoing – Monthly September – May

- Data Reviews: Ongoing- Monthly October - May
- Teacher Observations: Ongoing- Monthly October - May

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

- Purchase Expert Text: By October 2014 Tax Levy
- Metamorphosis Consultant: Tax Levy
- Assistant Principal to support teacher observations and staff development: Tax levy
- Curriculum "Go Math!": NYSL Funds

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).

Monthly Principal's Chat events through which parents develop a clear understanding of the Common Core learning expectations
 Monthly Children At Work events at which they participate in activities with their children and develop positive relationships with school staff and teachers.
 Quarterly Homework Help sessions for parents and guardians to further develop their understanding of math strategies and content their children are required to practice and know.
 All parents and guardians receive an open invitation to School Leadership Team Meetings during which school wide data in math achievement is presented and discussed.

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

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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 2015, teacher teams will use formative data to plan and implement instruction that engages students in the analysis of common texts resulting in students' improved ability to make logical inferences that are supported by text evidence as measured by a 5% increase in student performance on common assessments that measure the targeted Common Core Learning Standards, including RL.1: *Ask and answer questions about key details in the text (Literature)* and RI1: *Ask and answer questions about key details in the text (Informational)*

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.

First grade baseline data (Fountas and Pinnell Benchmark Assessment System and Teachers College Benchmark Reading Levels Matrix) demonstrated that 55% of the current cohort met the benchmark standard for reading in September. The second grade data indicated that 75% of the current cohort met the standard for reading proficiency for September. Journeys (Common Core aligned reading program) Unit 1 tests administered to all first and second graders at the conclusion of the unit indicated that an average of 35% of students school wide were about to answer questions related to making inferences. A second assessment to measure comprehension with a focus on logical inferences supported by text evidence (Cold Reading passages with multiple choice questions) was administered to second graders. The results showed that only less than five percent percent of students demonstrated the ability to make logical inferences based on a text that was read independently or read to them. These data demonstrated a need for concentrated effort to increase student exposure to complex texts with opportunities to develop skills and strategies for making logical inferences that are supported by text evidence.

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

- Schedule Common Assessments for Journeys Unit tests and collaboratively develop pacing guides for the week-long "lessons" in the teaching guide.
- Develop a master schedule that include common planning periods for all grade teams and blocks of time for Journeys lessons (90 minutes)
- Develop and adhere to a pacing schedule that focuses on particular applications of comprehension strategies each day.
- Develop a protocol for teacher teams to use to analyze formative assessments to make adjustments to subsequent instruction.
- Plan professional development to provide teachers with support to plan lessons, prompts and assignments that require students to use higher order thinking including making inferences and using text-based evidence to support inferences made.
- Conduct Professional development for the use of components of Journeys program.
- Conduct data reviews and set goals to track and monitor student achievement progress in RL1 and RI1 and all reading standards.
- Conduct a minimum of six observations of literacy instruction (formative, rated and unrated) and provide feedback to teachers related to effective use of formative assessment strategies and data to insure all students progress towards meeting RL1 and Ri1 and all literacy standards.

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

1. All classroom teachers, grade team leaders, literacy consultants (Common Core Consultant and Accelerated Literacy Learning) Principal and Assistant Principal

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

- Common assessment calendar for unit tests and mid-unit check-ins will be utilized to monitor pacing and plan data meetings. Day-by-day pacing guides designed on a 5- day schedule will be used for daily planning of lessons that target comprehension skills, including inferring.
- A minimum of four weekly common planning meetings will enable teachers to focus strategically on multiple priorities and ensure appropriate time is allotted for collaborative assessment and planning for subgroups so that all students have appropriately challenging work in reading comprehension.
- Day-by-day pacing guides designed on a 5-day schedule will be used for daily planning of comprehension lessons.
- The protocol for teacher teams will allow teachers to surface gaps and identify subgroups for targeted instruction.
- Professional development will focus on the emergent needs of teachers as observations of practice and reviews of planning artifacts are conducted and evaluated.
- Data reviews will support teacher application of the information they are formatively collecting on student learning and achievement.
- Observations of practice will be used to identify school-wide trends and patterns to be used for planning professional learning experiences. Trends and patterns for individual teachers and teacher teams will be incorporated into feedback for next steps and to create action plans as needed.

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

- Schedule assessments, develop master schedule: October 31, 2014
- Develop lesson structure and protocol: November 30, 2014

- Professional Development based on emerging needs: Through March 30
- Common Planning Periods: Ongoing- weekly
- Data Reviews: Ongoing- Monthly October - May
- Teacher Observations: Ongoing- Monthly October - May

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

- Grade team leaders will work with their grade team to schedule common assessments and work with consultant to develop pacing guides for the weekly lessons.
- Administrators will develop the master schedule to accommodate frequent (4-5 per week) common planning periods.
- Consultants will work with administrators and grade team leaders to develop a day-to-day guide that enables teachers to focus on particular applications of comprehension strategies throughout the 5-day lesson cycle. (Tax Levy)
- Teacher teams and administrators will develop and refine protocols to surface achievement gaps and plan interventions during grade team meetings and professional development sessions.
- Professional development will be provided by consultants and administrators using classroom-based and afterschool formats. (Tax Levy)
- Data reviews will be conducted during common planning periods by the grade team leaders and in professional development sessions by administrators and consultants (Tax Levy)
- Observations of practice are conducted and feedback given by the principal and the assistant principal.

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).

Monthly Principal's Chat events through which parents will develop a clear understanding of the Common Core learning expectations
 Monthly Children At Work events at which they will participate in activities with their children and develop positive relationships with school staff and teachers.
 Quarterly Homework Help sessions for parents to further develop their understanding of reading and listening comprehension requirements and literacy content their children must practice and know.
 All parents and guardians receive an open invitation to School Leadership Team Meetings during which school wide data in literacy achievement is presented and discussed.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, a comprehensive and differentiated professional Development plan will be enacted to support the diverse needs of our teaching staff leading to increased student achievement in ELA and Math as measured by a 5% increase on school-based common assessments and 10% increase in teacher ADVANCE ratings in Using Assessment in Instruction (3D).

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.

Measures of teacher practice for "Using Assessment in Instruction" (3D), demonstrated that 60 % of teachers were rated effective in 3D, Using Assessment in Instruction.

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

- Professional Development in planning and utilizing learning objectives that are standards-based and measureable in a child-friendly "I can" format will be planned and implemented.
- Expert texts will be used in professional development and common planning periods to focus teacher work in formative assessment
- Administrators will conduct formative, unrated observations of practice monthly and provide teachers with feedback on their use of formative assessment strategies. Teachers will observe in classrooms to provide peer feedback.
- Administrators will conduct rated observations of practice and utilize ADVANCE components to view trends and patterns across the school to determine efficacy of professional development and plan next steps. Administrators will use ADVANCE components to view individual teacher trends and patterns to determine efficacy of professional development and plan next steps.
- Five Instructional Rounds will be conducted that focus on teachers use of formative assessment strategies

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

- Administrators, effective rated teachers and consultants will plan and implement professional development on learning objectives.
- Principal in consultation with Network Achievement Coaches will identify and purchase expert text on Formative assessment.
- Principal and Assistant Principal will conduct observations-teachers conduct peer observations.
- Principal and Assistant Principal analyze measures of teacher practice data during professional development cycles.
- Instructional Rounds are conducted by Administrators and teacher teams in consultation with Network Achievement Coaches

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

- Professional Development on writing effective and measureable learning objectives will support teachers to formatively assess the outcomes of each lesson.
- Professional development with a shared expert text will enable the staff to work vertically as well as in grade teams to develop effective formative assessment strategies based on the research of experts in the field.
- Feedback from observations will be used to plan next steps for teacher professional growth in 3D.
- The identification of trends and patterns in data will enable administrators to identify leverage points and plan professional learning for the greatest impact.
- Instructional Rounds will help teachers participants to engage in peer observations and engage in school wide decision making for professional

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

- Professional development in planning effective learning objectives will be conducted in November and December.
- Expert Text (s) for professional development was purchased by October 31, 2014 and used with staff in January, February and March
- Formative unrated observations and peer observations with feedback: Ongoing- September – May
- Analysis of data in Professional Development Cycles 2-5: October – May
- Instructional Rounds: September 29, November 24, January 26, March 26 and May 18

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

- Principal and Assistant Principal plan and implement professional development on learning objectives and formative assessment strategies using expert text during the Monday 80-minute block.
- Expert text (s) was purchased by October with Tax Levy Funds.
- Principal and Assistant Principal conduct observations and enter rated observations in the ADVANCE site. Teachers conduct peer observations during

preparation periods, instructional rounds and mentoring periods.

- Principal and Assistant Principal use ADVANCE components to view teacher performance data.
- Instructional Rounds are conducted during the school day and require substitute teachers who are paid with Tax Levy money.

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).

All parents and guardians receive an open invitation to School Leadership Team Meetings during which school wide data for teacher performance is presented and discussed. A series of three principal’s chat events will be held in which the changes in teaching strategies are explored (based on the “INSTRUCTIONAL SHIFTS” and “THE DANIELSON RUBRIC” , culminating in a classroom visit with parents so that they can observe the strategies In practice and participate in a discussion of the teaching and learning with the teacher and principal.

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
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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 I Response to Intervention is provided in the classroom by the classroom teacher. Intervention materials from the Journeys Reading Program are used in K, 1 and 2 Tier II and III <i>Response to Intervention</i> – Focus: Phonemic Awareness using “Fast ForWord” program.	Class room teachers deliver Tier I services to students in the classroom. One to one- computer program and small group instruction provided by special education teachers on each grade in a location separate from the classroom.	During the school day During the school day
Mathematics	Tier I, II and III interventions include the Go Math! Curricular intervention materials	All services are provided in the classroom by the teacher in small groups or 1:1	During the school day
Science	Tier I services provided for content area reading and writing with a focus on Science	Services provided in the classroom by the teacher in small groups in 1:1	
Social Studies	Tier I services provided for content area reading and writing with a focus on Social Studies	Services provided in the classroom by the teacher in small groups in 1:1	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services are provided by the school counselor and psychologist as needed.	Small group or 1:1	During the school day.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We are using the Danielson Rubric to define effective practice and are using it individualize professional development needs of teachers. Teachers receive formative and summative feedback on the rubric with specific next steps and commendations. The school works with outside professional development consultants in Reading, Writing, Math and Engineering.

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet for a total of 100 minutes each week to engage in inquiry style work: this involves making collaborative decisions about how to address the CC learning standards and how and when to assess student learning. Teachers design performance assessments based on student needs, the expectations, and the questions they have about what has been achieved. Teachers use unit tests and lesson tests in ELA and Mathematics to assess student progress to guide their decisions about instruction and future assessments.

Teachers have completed the Danielson Self-Assessment in the ARIS system and have identified 1-4 high leverage goals for improving their practice. Each teacher has written at least one professional goal related to our school wide instructional focus, which targets the use of formative assessments in daily instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**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.

Parent Involvement Policy (PIP) Template

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

Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

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

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

- Consistent outreach to families concerning attendance and special events allow us to

Monitor the needs of families in the community and anticipate student academic needs.

- Parent outreach to assure that children have books at home, regular meals and adequate access to health care is going through the guidance counselor and the parent coordinator.

• Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

• Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

• Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

• Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

• Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

• Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

• Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

• Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

• Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• Translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- Parents participating in monthly classroom involvement activities called Children-AT-Work. These are 50 minute periods held at the beginning of the school day in which parents observe and participate in lessons alongside their child. A minimum of two Children-At Work sessions will focus on reading instruction using the Journeys program.
- Principal presenting an overview of the Journeys program and Go Math program at the September PTA and Principal's Chat.
- Focusing on student data, which will include unit tests from Journeys reading program at the February Children-At-Work.
- Providing individual reading progress data to parents four times during the year, through quarterly progress reports.
- Facilitating parent trainings on supporting good reading habits at home and adult literacy by parent coordinator.
- Distributing parent newsletters describing goals and activities for reading each quarter.

• Holding an annual Title I Parent Curriculum Conference;

• Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

• Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

• Supporting or hosting Family Day events;

• Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

• Hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;

- Encouraging more parents to become trained school volunteers:
 - Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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;
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- 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 with 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.

DBN: 03M185

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$109,442.52	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$126,831.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,090,291.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	171	Total number of ELLs	16	ELLs as share of total student population (%)	9.36%
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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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0											0
Dual Language <small>(50%:50%)</small>	0	0	0											0
Freestanding ESL														
Pull-out	10	0	0											10
Push-In	0	4	2											6
Total	10	4	2	0	0	0	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									0
Dual Language	0									0
ESL	16									16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	16	0	0	0	0	0	0	0	16	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	0												3
Intermediate(I)	1	4												5
Advanced (A)	6		2											8
Total	10	4	2	0	0	0	0	0	0	0	0	0	0	16

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	2										

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 185 ECDD uses Fountas and Pinnell Tracking System to assess the literacy skills of ELL students. These assessments are administered four times a year. ECDD keeps comprehensive records of the students' reading level across grade levels. This helps the school compare the results across grades K-2 to monitor progress. We also use one-to-one conferencing in reading and writing to keep track

of the student's literacy progress and set goals. We analyze students' data in our weekly inquiry meetings to help us identify the literacy needs of our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that our students traditionally do well in the speaking and listening portion of the NYSESLAT and that the weakest modality is writing. The school has chosen writing as a focus for the ELL population for the 2013-2014 school year. Students who score at the Intermediate level on the NYSESLAT tend to be at that level because of the Reading and/or Writing modalities, as the data shows, students tend to reach proficiency in Speaking and Listening first. We use the data from the NYSESLAT to focus ESL instruction in order for the ELL students to achieve grade-level proficiency in all language modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The most current data shows that many ELLs at PS185 ECDD are at the advanced level of both the Listening/Speaking modalities and Intermediate level in Reading/Writing modalities. We look at the RNMR and RLAT ATS reports. Most students who are in the general education population make consistent progress in all modalities. Students with disabilities struggle with one or more modality. Additional attention must be provided to this subset group of students. The modality of particular concern is writing. The school's focus for the ELLs will be in writing to support this area of need. The CCLS requires increased sophistication in all aspects of language use from vocabulary to the development and organization of ideas. This understanding must be evident in student's writing. The AMAO Tool helps consolidate this information into one document that identifies at-risk students.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?A) All of the ELL students take tests in English. Native language support is offered when appropriate.
B) ECDD is an early childhood school, Prek -2. We use periodic assessments to help focus our instruction for the specific needs of our ELL students. We use Fountas and Pinnell Tracking System to group students for small group literacy instruction. Our ELL students are also part of the RtI program as part of the extended school day. We use the RtI benchmark formative assessment to group students for additional at-risk literacy support. In addition, students are reassessed using the Journey's end of unit assessment to consistently monitor their progress.
C) We use periodic assessments to help focus our instruction for the specific needs of our ELL students. We have found that our ELL students are below grade level in reading and writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We use a variety of assessments, including Fountas and Pinnell Assessment, Benchmark RtI assessment in order to group students based on individual needs. With this information we determine which students may need Tier 2 and which students may need Tier 3 RtI. These needs are reassessed each cycle to ensure progress and appropriate placement of students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL class groupings and ESL lessons are designed to provide focused support to ESL students based on their current needs and English language development. Data is collected from the NYSESLAT tests, teacher-created assessments and end of unit Journey's assesment. The ESL teacher uses this information to create lessons to address the current needs of students. Lessons and groupings are differentiated so that all students' needs are met.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ECDD evaluates the success of the ELL program by monitoring the progress that the ELL students make each year. The NYSESLAT offers insight on how they are progressing in each of the 4 modalities. The RLAT or RNMR printouts include scores from the past 3 years. The raw scores help us see if the students are making steady progress or if there is a lag in one or more of the language modalities. The ESL teacher collaborates with the classroom teachers in order for them to design lessons and teach learning strategies for students lagging behind in any of the language modalities. For example, a student that needs to move in Listening will receive additional coaching in that modality. Classroom teachers are taught teaching strategies to help students build on the student's

comprehensible input. Scaffolds are used to increase comprehensible input as a support mechanism in the various modalities.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At ECDD, the following steps are in place in the identification process of ELLs. The identification process includes the administration of the HLIS to determine the child's home language followed by the administration of the LAB-R to determine the proficiency level of the whose language is not English. When parents enrolled their child in the school, the HLIS is administered to determine the child's home language as part of the intake process. The home language is determined based on the results of the HLIS and includes an interview with the parent and child. The licensed ESL teacher completes the HLIS with the parent and the information is entered in the ATS screen. If a Spanish speaking student scores below the cut-off score, the Spanish Lab is administered once at the time of admission to determine language dominance for instructional planning in providing ESL services.
All newcomers are assessed using the LAB-R. during the first 10 school days following admission. They are immediately placed in ESL according to Parents Choice. In addition, ECDD has a parent orientation and a beginning ESL program which focuses on helping parents of newcomers with functional English language. ELLs with special needs are assessed for RtI. Based on the results, they are then provided Tier 1, Tier 2, Tier 3 instruction in small group and/or Extended Day for additional support. Beginning and intermediate students are seen for 360 minutes and advanced students are seen for 180 minutes. A teacher Program Card reflects the mandated number of instructional minutes. This activity is monitored by the principal and assistant principal.

ESL Program
The ESL teacher sees mandated children in a push/pull-out model and provides support in vocabulary building, comprehension in all content areas.
 - a. Provide students with multiple on-going opportunities to build vocabulary.
 - b. Through the use of picture cards, big books, charts and picture books.
 - c. Use strategies such as role playing, interviews, oral reports and retelling stories.
 - d. Provide students with letter recognition activities.
 - e. Use daily routine charts, labels, alphabet chart and letter-sound bingo.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
2. The ESL teacher meets with each new family individually when admitted at the beginning of the school year and throughout the year. Most of our ELL population come at the beginning of the school year. During these meetings the parents view the Parent Orientation Video in their home language. Following the video the ESL teacher answers questions regarding the three programs and also further explains the choices in a manner accessible to the parents. Parents are informed that even though we do not currently have a bilingual or dual language program, with sufficient numbers of students in contiguous grades we will open one. It is very important that parents are aware of these choices and options soon after registration. The parent coordinator, office staff and ESL teacher work closely to ensure that potential ELLs are identified and parents have all of the necessary information. Once parents are informed of all three program options at the parent orientation, the parents are provided with the Parent Survey and Program selection form in which parents indicate their program choice. Parent choice is then entered on the ATS (ELPC) screen and the Parent Survey and Program selection is part of the student's permanent record. Parent orientation and placement of students in a program are conducted within ten days of enrollment.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154

[see tool kit].)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students are placed in the Freestanding Push-in/Pull-out ESL program after being identified through the HLIS, initial interview, and the LAB-R. The data on the LAB-R is collected by the ESL teacher and tabulated so that the information is a glance so students can be immediately provided with services. Following that, parents receive information either in a parent orientation meeting or in a one-to-one meeting, depending on the number of students enrolling at a given time. The information at these meetings is given in English and Spanish. Written information is translated into the parents' preferred language of communication as indicated on the HLIS.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT test is administered each spring beginning in April. The ESL teacher administers each section of the test to all students required to take it. Students are tested by grade and all prescribed testing modifications are given to students with IEPs. Starting last year, certain sections of the test (e.g. speaking, scoring of the writing section) were administered by the ESL teacher at our sister school, PS 208. This is following a new requirement that teachers not test their own students on that section of the test. Once all sections of the NYSESLAT have been administered the exams are packed as per state requirements the answer grids are submitted to the Assessment Implementation Director (AID), Marie Busiello, at the Borough Assessment Office and the booklets are shipped back to Pearson.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The trends at ECDD is that parents select the Freestanding ESL program. After explaining the options to parents and showing the parent orientation video, all families opt for our ESL push-in/pull-out program. They feel that our school will be the best place for their children, therefore, our programming is aligned with current parent requests. If the preference of parents is to change in the coming years we will take the necessary steps to address their needs. This may include opening up a Dual-Language or Transitional Bilingual classroom if 15 or more parents request it.

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

Differentiated instruction for ELL subgroups

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

In order to ensure that ELL-SWDs receive all required ESL minutes and additional services in the least restrictive environment the service providers meet at the beginning of the school year with copies of the students' IEPs to discuss the scheduling of students who receive multiple services. This ensures that there is no overlap in scheduling and that students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or hard copy. Assessments throughout the year are given with appropriate testing modifications.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

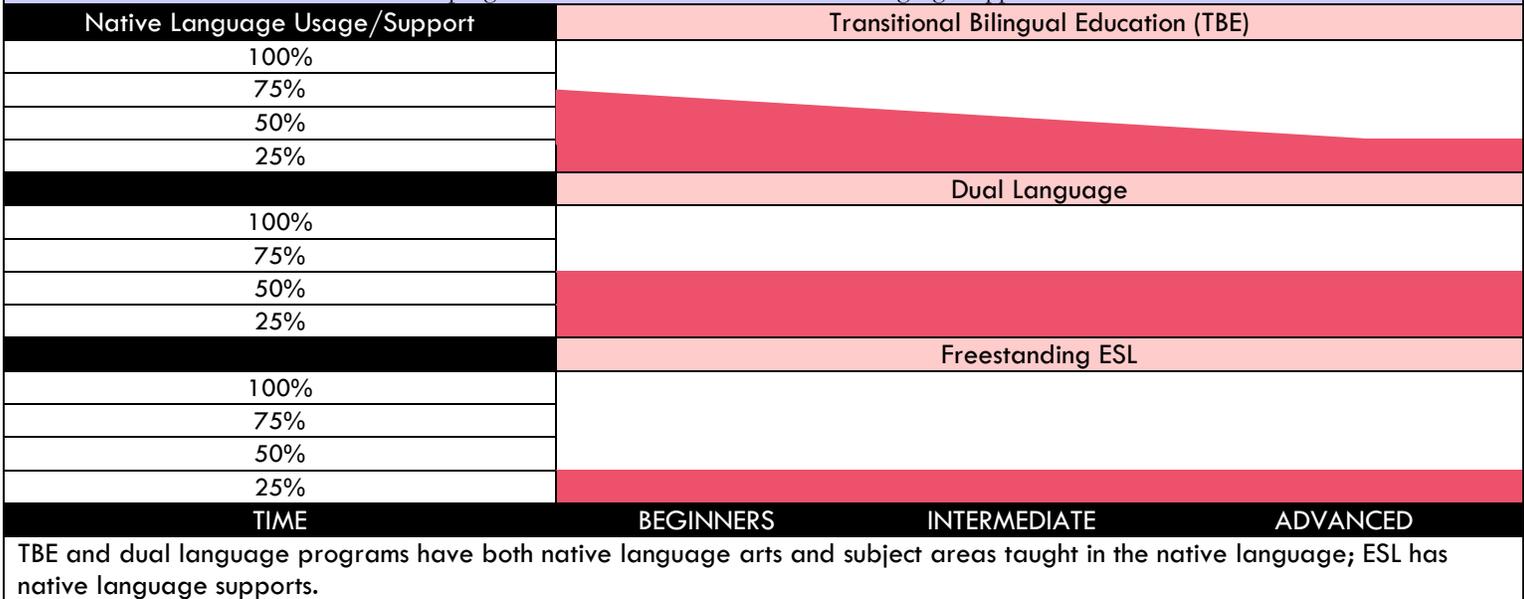
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We are using Benchmark assessment to identify students needing targeting intervention programs. This program is currently offered in English. Using the results of this assessment we group students into tier I, tier II, or tier III intervention services. These services are provided in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is a new program and we will analyze the effectiveness of this program every cycle (every 6 week) and will use that analysis to help decide how to proceed.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are implementing the Journey Common Core program and GoMath as per recommendations from the DOE and our network. These programs have many facets with important implications for the ELLs. As such, the ESL teacher is working with grade level inquiry teams to ensure that ELLs receive the support that they need with their regular classroom teachers in order to succeed in these programs.
12. What programs/services for ELLs will be discontinued and why?
- No programs for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to all school programs and they are provided appropriate support as needed. All ELLs attend music classe 4-5 days per weekk. Music helps support the ELLs in listening skills through songs and chants. They learn about different cultural instuments and songs helping to support their background and diversity. The students are exposed to music vocabulary and actions through fingerplays enhancing language acquisition. ELL students attend dance class 4-5 times a week. Dance class offers them opportunities to strengthened their listening skills as they listen to words and to create their own intepretive movements. Students learning English can experience new words and build on their second language as they engage in physical acitivity thourgh TPR (Total Physical Response).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All of our classrooms have leveled libraries, SMART Boards, computers, laptops, iPads and document readers. Smartbboards are used to accommodate different learning styles. All forms of media– videos, photographs, graphs, maps, illustrations, games, etc. can be used on the board, scaffolding the learning process for ELLs. This expands the range of content that can be use for teaching or presenting new information. All ELL students are provided opportunities to use RAZ-Kids, an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. Students log on using their personal username and password.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is offered to Spanish-speaking students from the ESL teachers and other bilingual school staff. This support usually consists of discussions of class-content and the directions for assignments. Newcomer students who have limited language are often invited to write in their native language for their first few weeks in school. We then use the appropriate staff members to translate this work for the classroom teacher if necessary so that they can provide comments and feedback to those students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students in each grade level are assessed using formative and summative assessments to help inform next instructional steps to meet the student's needs. For example, Fountas and Pinnel, a one-to-one assessment, help match students to their instructional and independent reading level. ELL needing additional support are offered RTI (response to intervention) through small groups instruction and Extended day program. Additonal support in early literacy skills are offered to struggling readers to target their strengths and weaknesses and meet their improvement goals. These supports are aligned to their specific needs and proficiency levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Students do not come to school before the school year begins. Depending on funding, afterschool is offered to all ELL students, especially newcomers. We understand that these students need consistent language instruction, especially in their first couple of years in the country, in order to achieve the highest level of English fluency. ELL students are always invited to participate in all appropriate programs.
18. What language electives are offered to ELLs?
- We are a Prek-2nd grade school and do not offer electives.

19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

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

D. Parental Involvement

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

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

The following activities are available for parents to participate:

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 185 Discovery and Deisgn

School DBN: 03M185

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **209**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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