

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**27Q306**

**School Name:**

**THE NEW YORK CITY ACADEMY FOR DISCOVERY: PS306Q**

**Principal:**

**CHERYL-ANN LEONE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School School Number (DBN): 27Q306  
School Type: Community School Grades Served: PK-5  
School Address: 95-16 89<sup>th</sup> Avenue; Woodhaven, NY 11421  
Phone Number: 718-441-2165 Fax: \_\_\_\_\_  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Cheryl Ann Leone  
UFT Chapter Leader: Marianna Hillenbrand  
Parents' Association President: Maribell McDaniel  
SLT Chairperson: Jimmy Kalamaras  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd, Room 420, Ozone Park, NY 11416  
Superintendent's Email Address: mbarton@schools.nyc.gov  
Phone Number: 718-642-5800 Fax: 718-642-5705

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 531 Network Leader: Charles Amundsen

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cheryl Ann Leone	*Principal or Designee	
Marianna Hillenbrand	*UFT Chapter Leader or Designee	
Maribell McDaniel	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Robert Albino	CBO Representative, if applicable	
Jimmy Kalamaras	Member/ UFT	
Pamela Fox	Member/ UFT	
Jessica Marciano	Member/ CSA	
Gina Madera	Member/ Parent	
Nilmeyda Fulgencio	Member/ Parent	
Gloria Palau	Member/ Parent	
Joshua Hirschman	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **OVERVIEW**

#### Mission

Our mission is to empower students to become confident learners who demonstrate strength in character. We foster pride in self and community while developing strong academic skills through discovery-based learning. By cultivating curiosity and inquiry skills in a collaborative environment, the Academy readies students to enter and excel in competitive middle and high schools, colleges, and careers.

#### Our Definition of Discovery

Discovery is the process by which curiosity leads us to inquire, to search for answers, to test out our ideas and to collaborate with other to find the extraordinary in the ordinary. When we discover, we wonder, ask questions, make observations, pull things apart and put them back together to learn something new. We believe that discovery unfolds through the balance of process and product. When we travel the roads of discovery, we must keep our destination in mind but allow for detours along the way.

#### Our Values

The educators of the NYC Academy for Discovery, PS 306Q, are dedicated professionals who are caring, creative, and enthusiastic. We believe every student can be successful. This is shown through collaboration, high expectations, and respect for all.

The New York City Academy for Discovery is a PK-5<sup>th</sup> grade elementary school located in Woodhaven, Queens. The school is comprised of 483 students, where 83.23% are economically disadvantaged. The school's population consists of 67.29% Hispanic, 14.08% Asian, 5.80% Black, 5.38% White, 4.55% Native American, 1.86% Multi-Racial and 1.04% Hawaiian/Pacific Islander. The student body includes 54.24% males and 45.76% females with 14.91% English Language Learners. Students with disabilities make up 14.91% of the population. The attendance rate year to date is 94.3%.

Our teachers implement both balanced literacy and math programs. Last year, on the city's recommendation, we began using the ReadyGen literacy program. We quickly recognized the strengths and weaknesses within the program and decided to redesign our literacy program to a 135-minute literacy block. With the school-wide implementation of the workshop model, we incorporated elements of the many challenging texts that came with the ReadyGen program and focused on specific teaching points and classroom discussions during the reader's workshop. The new literacy block for all K-5 students includes word study, shared reading/close reading, read aloud, independent reading, guided reading, and writer's workshop. During independent reading teachers meet with small groups to provide RtI/Tier 2 intervention and facilitate literacy centers (K-2) or literacy stations (3-5). During centers, students collaborate with classmates to build fluency and understanding, working on skills previously taught. In addition, we have incorporated a two-week, mini test-prep unit using the Rally Common Core Reading Program and Writing with a Purpose for our 3rd-5th graders. Embedding these mini units into the curriculum enables us to prepare students in small doses while simultaneously incorporating the newly taught skills in succeeding units. Last year, we also began using the GoMath program with much success. Teachers apply the balanced math approach within the 90-minute math block as well. Balanced math consists of homework review, problem of the day, connection, teach, independent practice, small group work (RtI/Tier II for math intervention), reflection and share. A large focus this year is incorporating the mathematical practices to develop mathematical thinking. During small group work, teachers use questions based on the practices to enhance student engagement and maximize critical thinking within the content.

Our Special Education Team lead by school administrators and our IEP teacher meet monthly to discuss the successes and needs of our students with disabilities (SWD) and our special education program. We have two self-contained bridge classes (K-2 & 3-5) and one ICT class on each grade from first through fifth grade. We actively monitor the academic progress of the students in this program, adjusting IEPs to better meet the academic and social-emotional needs of our students. Over the last three years, seven students have been mainstreamed from self-contained into a general education setting. We also mainstream our self-contained classes daily for art, music, physical education, lunch, and recess. In 2014, 18.2% of ICT students scored either level 3 or 4 on the ELA State Test and 31.8% of ICT students scored level 3 or 4 on the New York State Math State Test. All of our SWD meet the target range for Closing the Achievement Gap in mathematics. However in ELA, our SWD students were approaching the target.

The New York City Academy for Discovery is committed to the success of all students. In order to effectively serve our 14.91% English Language Learners population and its parents, we have two full-time ELL teachers and a bilingual parent coordinator. Our ELL teachers serve our K-5 students in a primarily push-in program. Based on individual student needs, a pull-out model is used for beginner ELLs. Teachers use programs such as Lexia, Language Power and Imagine Learning along with phonics games in addition to scaffolding the classroom curriculum to help students meet grade level standards. Various parent workshops are provided throughout the year for parents of ELLs, both in English and their native language when possible, to provide them strategies for supporting their child's academic success.

The Academy has made great strides in its RtI and AIS programs to better suit students' needs and meets the state requirements for RtI. This year we have repurposed our professional learning block, a 2-period block on Wednesdays that had been used for professional learning in the past. We are now using that 2-period block to provide RtI Tier II services to targeted students in ELA. We have trained our paraprofessionals, cluster teachers, classroom teachers and ELL teachers to assist instructional coaches in providing small group intervention. We have used a multitude of interventions that meet the needs of all learners, incorporating both technology and direct teacher instruction (usually pull-out Tiers II and III), progress monitoring tools, and benchmark assessments. LexiaCore5 has been a great asset in bringing RtI into the classrooms for these supports, especially with our ELLs and SWD populations simply because they receive other supports that are not necessarily targeted to their specific weaknesses as Lexia does. Lexia diagnoses and progress monitors, which affords teachers and specialists in our school the opportunity and time to really hone in on the individual child's needs and plan for them accordingly. We also use programs such as Great Leaps ELA and Math, and Fountas & Pinnell guided reading program.

Technology and data are alive and well at PS 306. Every classroom is equipped with large amounts of technology: laptops, iPads, desktops, and SMART boards. Last year, we used the RESO-A grant from the city council, to provide classrooms with new desktops and all third through fifth grade classes were given individual laptop carts and a color printer. The entire school community, teachers, students and parents, have access to many online academic learning programs. In addition to LexiaCore5 as mentioned above, we also purchased Dreambox, Imagine Learning, BrainPop, vMath, Reading A-Z, and Raz Kids. Analyzing and sharing data is a school-wide focus evident through many measures. All teachers are invested in analyzing trends on their grade and creating specific activities geared toward those trends and have made much growth in this endeavor over the past year. Grade level and cluster teams meet twice a month for inquiry, analyzing student work, adjusting lessons, materials, and teaching practices by implementing instructional shifts. This inquiry process has given teachers the ability to analyze data and trends and come up with actionable plans. Our vertical inquiry team meets monthly, discussing common trends in writing across the school. Teams also make use of a school-wide shared data system that makes data "live" through google docs. All teams have access to this important data so all are involved in student progress and achievement. Beginning in the 2013-14 school year, the school adopted the use of Shutterfly Share Sites as a vehicle for sharing data. We have both a staff member share site and a parent share site. Both websites are one stop shopping for events, information, professional learning documents, team meeting agendas and minutes, PBIS and guidance information, cluster team program information, messages from the principal and our parent coordinator and more.

PS 306Q is committed to education the whole child through the arts and extracurricular clubs. We have a full time visual arts teacher and music teacher. All students receive at least one period of music or visual arts instruction

weekly throughout the year. Students in our music program learn to read music, play the recorder, sing, use African drums, and many other musical instruments as well as use digital music equipment. Fourth and fifth grade students have the opportunity to participate in concert band where they learn to play the flute, clarinet, saxophone, trumpet, French horn, percussion, trombone, tuba and baritone horn. Each year our students participate in the Weill Music Institute Link-Up program through Carnegie Hall. Students in grades K-5 will visit Carnegie Hall and play their recorders on stage with a real orchestra. We work with outside an organization to provide students with dance instruction. Students in grades 4 and 5 will take part in the Dancing Classrooms, ballroom dancing program. We have also partnered with Making Books Sing and Together in Dance. All students this year will have the opportunity to participate in extracurricular clubs. We offer the following clubs either before or after school: theater, chorus, ballet, technology, fun with food, arts and crafts, Zumba, rock band, theater, fitness and nutrition, drama, step, circle, Italian, American Sign Language, Spanish and Greek.

Due to an increase in student population, as well as an increase in student age with the addition of higher grade levels each year, we have adopted a Positive Behavior Interventions Supports (PBIS) and created a PBIS Team, which oversees the development and evaluation of the PBIS program. The team created the symbol P.A.C.K. (positive, accountable, collaborative, kind), traits that are taught to the students as behavior expectations in all settings throughout the school. Our school has a mascot, the wolf, who visits students during special events during the year. The team developed a PBIS handbook that describes the whole program and invented P.A.C.K. dollars, a reward students can earn for demonstrating positive behavior in all settings around the school. Students can spend their P.A.C.K. dollars in a store called the Wolf's Den, where they can purchase tangible incentives, and also purchase items off of the Incentives Menu, a menu of non-tangible items such as time on an iPad or cupcakes with the principal. In our efforts to maintain the social-emotional health of our students, we have seized the opportunity to be part of a free character education program introduced through our network called Cloud9 World Character Education Program. This program focuses on a new character trait each month. Students and families are introduced to the new trait at the beginning of each month. Books, pins, posters and incentives are provided to students and teachers to make the program as visible as possible to all who enter PS 306. At the end of each month, one grade presents on the character trait of the month, one student from each class is awarded with a character trait award and given an incentive, and one class is awarded the class character trait award. In addition to character trait awards, we also present students with the student of the month award, and staff and students are presented with the 'Extra Mile' award.

We have established excellent partnerships with community-based organizations. Our on-going partnership with the Greater Ridgewood Youth Council (GRYC) has enabled 150 students in grades K-5 to attend a free after-school program that offers various opportunities from homework help to arts and crafts. In addition, we have collaborated with community officials. Our relationship with Assemblyman Mike Miller has provided us with Student of the Month awards, honoring our most hard-working students and our partnership with Council Member Eric Ulrich afforded us the RESO-A grant mentioned above. Because we recognize how critical parents' roles are in the lives of their children we are increasing the frequency of parent workshops being offered at our school, and broadening the scope of topics that they entail. By providing more opportunities for parents to attend a diverse selection of workshops, we anticipate a strong partnership with the local community that will ensure the best possible educational experience for students and parents alike.

According to School Progress data from the 2013-2014 School Quality Guide, the percentage of students scoring a 3 or 4 on the 2014 ELA State Exam was 33% and was 44% on the Math State Exam, both a 4 % increase from the previous year. However, the Median Adjusted Growth Percentile for both English and Math for 2014 are in the Approaching Target range. Also, students in the Lowest Third made 4% growth in math from 2013 to 2014, but the same target group decreased in ELA by 2.5% over the same year. Other gains were made by students in ICT classes on both the ELA and Math exams from 2013 to 2014. Students showed a 3% increase in Closing the Achievement Gap in ELA and a 10% increase in math. Also, our ELL students at or above the 75<sup>th</sup> Growth Percentile increased by 5% from 2013 to 2014 in ELA, however in math ELL students in the same indicator decreased by 5%.

Modifying student behavior has been increasingly difficult as indicated in OORS data for the 2013-14 school year. There were 130 level 3 or 4 incidents recorded in the 2013-14 school year, up from 52 in the previous school year. In response to this increase, the school adopted the Positive Behavior Intervention Supports (PBIS), Cloud 9 World Character Education Program, a Restorative Justice program, and created a FBA/BIP Team, and hired a full-time guidance counselor; all which have been well received by students, staff and our parent community.

During the 2013-2014 school year, 55% of teacher ratings were effective or highly effective in questioning and discussion techniques, and 74% of teacher ratings were effective or highly effective in engaging students in instruction. These percentages were attained through rigorous observations and area-specific staff development, and teachers demonstrated a significant increase in effectiveness throughout the year. Although we also saw the percentage of developing ratings decrease from the start of the 2013 school year, 39% of the ratings in 3b and 31% of the ratings in 3c remained at developing. In order to promote strong teacher practice and effectively capture strengths and areas in need of improvement, it is necessary to focus on cultivating higher order thinking skills and rigorous work habits. As there is no baseline data from previous years, the 2013-2014 data will be the measuring point for all subsequent analysis.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of the New York State Mathematics testing data over the past 3 years shows that we have consistently outperformed schools in our peer group for students achieving Level 3’s and Level 4’s, Average Students Proficiency, as well as in our Early Grade Progress measures; however the Median Adjusted Growth Percentile during the 2013-14 school year was in the Approaching Target range as compared to the city and peers. The MAGP for Lowest Third was also in the Approaching Target range as compared to the city and peers, but this group did make a 4% increase from the previous school year. Other gains were made by students in ICT classes on the State Math Exam for the 2013-14 school year showing a 10% increase.

According to our annual SLT Needs Assessment, we found that we did not have a system in place for identifying students at risk, or for providing Tier II and Tier III intervention for students not meeting grade-level benchmarks in math. We decided to align our instructional program to RTI guidelines for intervention in order to ensure we provide a quality education for all students. We have adopted Dibels Math as a screener, and the progress monitoring tool is enabling us to observe its effectiveness. Our goal is that through the use of Dibels Math we can accurately identify students at risk of not meeting the standards, and modify instruction as needed both in, and outside of the classroom, specifically as it pertains to Tier II intervention.

**Strengths:**

- Student Achievement on the State Math Exam with 44% of our students scoring a 3 or 4. This number is 69% of the peer range and 63% of the city range.
- Implementing a CCLS aligned math program for all grades.

**Needs:**

- To accurately assess student math achievement and progress, the school needed a math screener and progress monitor.
- Identify students at risk of not meeting the standards and modify instruction accordingly.
- Providing Tier II and Tier III intervention to qualifying students.

Our priority need is to improve student math performance on both classroom and state assessments by providing Tier II and Tier III interventions and progress monitoring with a nationally recognized screener and progress monitor.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students in grades 4-5 will have shown a 5% increase in math achievement as measured and tracked by Dibels Math Universal Screener and Progress Monitoring Tools.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified	Target Group(s) <i>Who will be</i>	Timeline <i>What is</i>	Key Personnel <i>Who is responsible</i>
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<p>goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<i>targeted?</i>	<i>the start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Design and utilize a balanced math prototype that consists of a 90-minute block designed around the workshop model, which includes but is not limited to, problem of the day, mini-lesson, small group instruction, teacher observations, math reflections and/or performance tasks.	Students in Grades 4 & 5 and All Teachers	September 2014-June 2015	School Leaders, Instructional Coaches, Classroom Teachers
Supplement our staff with a mathematics coach, who will attend outside professional learning opportunities, turnkey the information to teachers, provide demo lessons, analyze math data with teacher teams, demonstrate how to use the data to drive instruction and provide Tier II and Tier III intervention services for student subgroups not making progress in grades 4 and 5.	ELLs in Grades 4 & 5	September 2014-June 2015	School Leaders and Instructional Coach
Facilitate ESL pull-out and push-in model to provide mathematics support both in and out of the classroom that will focus on developing both basic mathematical skills, as well as language support to develop fluency with mathematical language.	ELL Students	September 2014- June 2015	School Leaders, Instructional Coaches, ESL Teachers, Classroom Teachers
Provide students with disabilities with targeted instruction provided by an IEP and/or Special Education teacher that focuses on the specific areas of need of each student for both basic mathematical skills, as well as literacy development in mathematics.	Students with Disabilities	September 2014- June 2015	School Leaders and IEP Teacher, Special Education Teachers
Provide parents with grade specific workshops, math workshops, and instructional websites (vMath, DreamBox, BrainPop) to assist parents with helping their children achieve their math goals, and to show the element of trust because we are all working together to increase student achievement.	Parents and Caregivers	September 2014-June 2015	School Leaders, Instructional Coaches, ESL Teachers, Classroom Teachers, Parent Coordinator
Analyze NYS Math data to identify school-wide and grade-specific trends, strengths and areas in need of improvement.	Teachers of Students in Grades 4 & 5	September 2014- October 2014	School Leaders, Instructional Coaches, Grade Leaders, Grade 4 & 5 Inquiry Teams
Analyze NYS Math data to identify students who were far below grade level standards, as defined by NYS cut scores.	Teachers of Students in Grades 4 & 5	September 2014	School Leaders, Teachers in Grades 4-5, Instructional Coaches, Grades 4 & 5 Inquiry teams

Administer and analyze Dibels Math data to screen for students who are at risk for not meeting grade level standards.	Teachers and Students in Grades 4 & 5	October 2014	School Leaders, Teachers in Grades 4-5, Instructional Coaches, Grades 4 & 5 Inquiry teams
Collaborate and develop a culture of professional learning that enables school and individual development; provide math professional learning workshops for teachers such as - CCLS-math, math instructional shifts, Mathematical Practices, Response to Intervention, small group instruction, engaging students in instruction, and questioning and discussion techniques - in order to strengthen students' math skills aligned with CCLS and College and Career Readiness skills.	Classroom Teachers and Paraprofessionals	September 2014-June 2015	School Leaders, Instructional Coaches, Teachers and Teacher Development Coach
Ensure knowledge of students and their work, and use this knowledge as the starting point for planning.	Teachers in Grades 4 and 5	September 2014-June 2015	School Leaders, Instructional Coaches, Teachers in Grades 4 and 5
Provide teachers with common planning time to reflect and refine their practice; design math curriculum maps, tasks, assignments, assessments and lesson plans; and incorporate pedagogical strategies aligned to the instructional focus.	Teachers in grades 4 & 5	September 2014-June 2015	School Leaders
Enhance professional collaboration by scheduling school leaders, ESL teachers and instructional coaches to meet with grade level teams during weekly common planning meetings.	School Leaders, Instructional Coaches, ESL Teachers and Teachers in grades 4 & 5	September 2014-June 2015	School Leaders
Share curriculum maps, common planning meeting agendas and minutes, horizontal and vertical inquiry documents, class and grade data on our share site to enhance professional collaboration	All Teachers	September 2014-June 2015	School Leaders, Instructional Coaches and Team Leaders
Review school-wide data at cabinet meetings in order to assess the impact of the instructional focus across classrooms and plan adjustments.	Principal's Cabinet (School Leaders, Instructional Coaches, ESL Teachers, IEP Teacher, Parent Coordinator, Guidance Counselor, Music Teacher, and Occupational Therapist	September 2014-June 2015	School Leaders
Implement three Response to Intervention cycles, in order to support students at risk as identified by NYS testing data and Dibels Math. Each cycle will be organized by grouping students according to their needs in either basic computational skills or problem solving skills.	Students in Grades 4 & 5	October – December 2014, January-March, April- May 2015	School Leaders, Math Intervention Teacher, Teachers in Grades 4-5
Provide before and after school math programs for Tier II and Tier III students, including ELLs and SWDs.	Identified Tier II and Tier III	February-June 2015	School Leaders Instructional

	Students in Grades 4 & 5		Coaches, Before and After School Teachers
Administer three progress monitoring probes to assess students' progress and revise the instructional program.	Teachers of Students in Grades 4 & 5	December 2014, March 2015, May 2015	Math Intervention Teacher, Classroom Teachers in Grades 4-5
Data analysis of the Mid-Year Benchmark assessment will be conducted to identify students that did not make the expected 2% gain. An in depth analysis of each student's Dibels assessment will be done to identify the barriers that are preventing students from making progress. The identified barriers and diagnostic information will be shared with classroom teachers and the Tier II and Tier III providers in order to adjust instruction that will target each student's needs.	Students in Grades 4 & 5	February – March 2015	School Leaders, Math Intervention Teacher, Classroom Teachers in Grades 4-5

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Dibels Math Assessment materials, Dibels.net data base and data analysis system, SMARTBoards, Go Math program, vMath, BrainPop and DreamBox online math programs, professional learning, common planning, mathematics coach, norming and scoring sessions for assessments, ESL teacher

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
Sequester/2010 Census Title I SWP, TL FSF, TL CFN, School Support Supplement, Sequester/2010 Census Title Iia, Title I SWP									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, all students in grades 4-5 will have shown a 2% increase in math achievement as measured and tracked by Dibels Math Universal Screener and Progress Monitoring Tools.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
In response to not meeting the mid-year benchmark for this goal the following revisions have been made to the Action Plan in order to achieve the goal:				
<ul style="list-style-type: none"> <li>Data analysis of the Mid-Year Benchmark assessment will be conducted to identify students that did not make the expected 2% gain. An in depth analysis of each student's Dibels assessment will be done to identify the barriers that are preventing students from making progress. The identified barriers and diagnostic information will be shared with classroom teachers and the Tier II and Tier III providers in order to adjust instruction that will target each student's needs.</li> </ul>				

- Facilitate ESL pull-out and push-in model to provide mathematics support both in and out of the classroom that will focus on developing both basic mathematical skills, as well as language support to develop fluency with mathematical language.
- Students with disabilities will be provided with targeted instruction provided by an IEP and/or Special Education teacher that focuses on the specific areas of need of each student for both basic mathematical skills, as well as literacy development in mathematics.
- Each RTI cycle conducted will be organized by grouping students according to their needs in either basic computational skills or problem solving skills.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In an effort to create a safe and secure environment for our students, as well as to support students’ social-emotional growth, the school has adopted five research-based programs in Restorative Justice, Positive Behavioral Interventions Supports (PBIS), American School Counseling Association (ASCA) aligned school counseling program, Palmetto Pals, as well as the character education program, Cloud9 World Character Education Program. The utilization of these five programs to target specific areas of intervention and supervision provide a holistic approach to school culture and climate. In addition, our staff models professional P.A.C.K. values (Positive, Accountable, Collaborative, and Kind), and with the use of school-wide data to track and monitor progress in reducing behavioral incidents, the New York City Academy for Discovery establishes a classroom and school culture where students feel safe, supported and challenged by their teachers and peers.

#### Strengths:

- The PBIS program that was implemented at the end of the 2013 school year continues to improve. The Benchmarks of Quality rating increased by 20 points from the program’s inception to September 2014.

#### Needs:

- To decrease the number of level 3 and level 4 incidents entered into OORS. Over the past four years there has been an increase that can be attributed to both; an increase in student population, as well as an increase in student age with the addition of higher grade levels each year.

Our priority need is to build a school culture that fosters social emotional growth, focuses on child-development, is safe for students and staff, and has a positive impact on student’s personal behaviors. In doing so, we will decrease the number of level 3 and level 4 incidents reported in OORS, through aligning professional development, family outreach and student learning experiences.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% decrease in number of level 3 and 4 student incidents on OORS as compared to the 2013-14 school year.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
6. Strategies to address the needs of students with disabilities, English language learners, and other high-

#### **Target Group(s)**

*Who will be targeted?*

#### **Timeline**

*What is the start and end date?*

#### **Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
Supplement our staff with a full-time guidance counselor.	All students PK-5	September 2014	School Leaders
Analyze OORS reports from 2013-2014 school year.	All students PK-5	September 2014	School Leaders and Guidance Counselor and PBIS Team Leader
Complete a student needs assessment survey to determine the social-emotional, academic and career skills of students on each grade.	All students PK-5	September 2014	School Leaders and Guidance Counselor
Provide teachers with professional learning workshops on restorative circles to address student needs while building community and trust within our classrooms.	All Staff	September 2014-June 2015	School Leaders and Guidance Counselor, and PBIS Team Leader
Provide teachers with demonstration lessons on how to facilitate restorative circles.	All students PK-5, Teachers and Paraprofessionals	September 2014- June 2015	School Leaders, PBIS Team, all teachers and paraprofessionals, parent coordinator, School Aides, Guidance Counselor
Collaborate with Guidance Counselor and teachers to implement restorative circles in all classrooms at least once a week to focus on identified student needs from the assessment survey (Tier I).	All students PK-5	September 2014- June 2015	School Leaders, Teachers, Paraprofessionals, and Guidance Counselor
Implement an 8-week proactive restorative group to teach students about social maturity and behaviors that are appropriate to the situation and environment (Tier II).	Identified Tier II students	September 2014- June 2015	School Leaders, Guidance Counselor
Design restorative contracts with students in conflict, in order to repair the positive, supportive relationships among the participating students (Tier III).	Identified Tier III students	September 2014- June 2015	School Leaders, Guidance Counselor
Complete three follow-up surveys to determine student behavior/relationships and classroom community building progress through the use of Restorative Practices.	All students PK-5	December 2014; March 2015; June 2015	School Leaders, Guidance Counselor, Classroom Teachers
Facilitate monthly PBIS team meetings where the members from all disciplines, including SE teachers and teachers of ELLs, will create the PBIS handbook, incentives menu, posters, etc.	PBIS team members	September 2014- June 2015	School Leaders, PBIS Team, Guidance Counselor
Provide monthly PBIS booster sessions for all staff members to discuss program updates and reflect on best practices.	All Staff	September 2014- June 2015	School Leaders, PBIS Team, all teachers and paraprofessionals,

			School Aides, Guidance Counselor
Complete lessons/activities with students to review and reinforce the P.A.C.K. values, with an emphasis on visual supports for SWDs and ELLs.	All Teachers and All Students in PK-5	September 2014- June 2015	School Leaders, PBIS Team, all teachers and paraprofessionals, Guidance Counselor
Reinforce implementation of PBIS with students by displaying P.A.C.K. behavioral expectation posters; P.A.C.K. store samples; and P.A.C.K. dollars incentives menu throughout the school building.	All students PK-5	September 2014- June 2015	School Leaders, PBIS Team, all teachers and paraprofessionals, parent coordinator, School Aides, Guidance Counselor
Positively reinforce P.A.C.K. value student behaviors by distributing P.A.C.K. dollars to students. Students are able to spend these P.A.C.K. dollars on items from the P.A.C.K. store or a reward from the incentives menu. Teachers will understand the needs of their specific students, and distribute P.A.C.K. dollars accordingly.	All students PK-5	September 2014- June 2015	School Leaders, PBIS Team, all teachers and paraprofessionals, parent coordinator, School Aides, Guidance Counselor
Complete Benchmarks of Quality (BOQ) and analyze data to determine the PBIS implementation progress made during the 2014-2015 school year.	PBIS team members	June 2014	School Leaders, PBIS Team, Guidance Counselor
Administer student needs assessment survey to determine the ASCA Mindset and Behavior needs of students on each grade.	All students K-5	September 2014	School Leaders and Guidance Counselor
Analyze data from the ASCA related student needs assessment survey to determine the top four ASCA Mindset and Behavior needs of the school across all grades.	All students K-5	September 2014	School Leaders and Guidance Counselors
The Guidance Counselor and teachers will collaborate to design and facilitate lessons in classrooms that teach students skills related to the top four identified ASCA Mindset and Behavior needs.	All students K-5	September 2014- June 2015	School Leaders and Guidance Counselor
Complete a student needs assessment survey to determine student progress in each of the top four identified ASCA Mindset and Behavior needs of students on each grade.	All students K-5	June 2015	School Leaders and Guidance Counselor
Complete Palmetto Pals Student Questionnaire #1 with classes to determine what students already know and think about the topic of bullying.	All students PK-5	October 2014	School Leaders and Guidance Counselor
Facilitate Palmetto Pals lessons in classrooms to: build a sense of belonging in the school environment; help students to demonstrate creativity; help students to demonstrate ability to work independently; help students use effective oral and written communication skills and listening skills; and help students use effective collaboration and cooperation skills.	All students PK-5	October 2014; January 2015; February 2015	School Leaders and Guidance Counselor

Provide teachers with books to read/discuss and activities to complete that will reinforce the positive friendship and bullying prevention messages presented in the Palmetto Pals lessons.	All students PK-5	October 2014; February 2015	School Leaders and Guidance Counselor
Facilitate whole school book read aloud on public announcement system of books that reinforce the positive friendship and bullying prevention messages presented in the Palmetto Pals lessons.	All students PK-5	January 2015; February 2015	School Leaders and Guidance Counselors
Facilitate student poster contest that gives students the opportunity to design a poster that promotes P.A.C.K. values and explains how those values help to prevent bullying.	All students PK-5	October 2014	School Leaders and Guidance Counselor and PBIS Team
Complete Palmetto Pals Student Questionnaire #2 with classes to determine what students have learned and now think about the topic of bullying.	All students PK-5	February 2014	School Leaders and Guidance Counselor
Teach a monthly character education trait; each grade will present a character trait performance at the end of each month; provide certificates and other incentives to students and classes who have demonstrated that month's character trait.	All students PK-5	September 2014- June 2015	School leaders, PBIS Team, all teachers and paraprofessionals, parent coordinator, School Aides, Guidance Counselor
Distribute free character education books to all children to extend learning at home with parents. Post electronic copies of the character education books on the Parent Share Site so they are always readily available for parents.	All PK-5 students and Parents/Caregivers	September 2014-June 2015	School Leaders, Guidance Counselor, teachers and School Aides
Implement 'Stay on Green for Good Behavior' system that allows students to have an opportunity to make positive choices about their behavior.	All students in K-5	September 2014-June 2015	School Leaders, PBIS Team, all teachers and paraprofessionals, School Aides, Guidance Counselor
Collaborate and discuss staff and student safety at safety committee meetings.	Safety Committee	September 2014-June 2015	School Leaders and Safety Committee
Teachers and paraprofessionals of SWDs will use individualized strategies (implementation of Behavior Intervention Plans, individualized behavior charts, check-in/check-out) to address the specific behavioral needs of their students.	Students With Disabilities	September 2014-June 2015	School Leaders, Special Education teachers and paraprofessionals, School Aides, Guidance Counselor
Guidance Counselor will provide a workshop for parents on internet safety. The presentation will be available for parents on the parent share site.	Parents and Caregivers	November 2014	School Leaders and Guidance Counselor
Richard Anthony Celestin, ESQ. will provide a workshop for parents on bullying.	Parents and Caregivers	January 2015	School Leaders and Parent Coordinator

Discuss staff and student safety at safety committee meetings.	Safety Committee	September 2014-June 2015	School Leaders and Safety Committee Members
Administration will provide additional staff for all lunch periods.	Students	December 2014-June 2015	School Leaders, Guidance Counselor and School Aides

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Student incentives for the P.A.C.K. store, CommonSense Media, professional learning sessions for staff and PBIS team, Palmetto Pals curriculum, OORS reports, Cloud9 materials (books, pins, and charts).

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
RS Mandated Counseling Shared, TL FSF, Title I and DPPI									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 2% decrease in level 3 and 4 student incidents on OORS as compared to the 2013-14 school year. This will be as a result of our Restorative Justice, Palmetto Pals, PBIS and Cloud 9 World Character Education programs establishing a safer more supportive environment for all students.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

An analysis of data gathered through the Learning Environment Survey suggests the New York City Academy for Discovery has a collaborative environment. There are systems in place to accommodate teachers on each grade level working together to plan and deliver instruction individualized for each class. Teacher inquiry groups have been established, and are working towards building capacity to follow new protocols for analyzing student work, as well as identifying areas of instructional need. To further strengthen the inquiry process a deliberate focus has been placed on the progress monitoring component of inquiry. It is not only important to analyze student work and adjust instruction, but it is also important to keep records and document the process in order to ensure that targets are being met, and to identify instructional trends. Because both student achievement and teacher ratings are directly connected to NYC Writing Performance Tasks, school-wide focus for inquiry this year will be on writing.

**Strengths:**

- Teachers work collaboratively during common planning to revise and refine curriculum based on effectively developed inquiry practices
- Grade-level and vertical inquiry teams meet bi-monthly and monthly respectively to discuss student progress; identify strengths and areas of improvement, common trends and implications for teacher practice

**Needs:**

- Increase students’ writing proficiency by progress monitoring through the use of baseline, mid-year, and end-of-year assessments
- To strengthen the inquiry process by identifying a deliberate area of focus

The priority need for this goal is for inquiry groups to be able to document and monitor the progress of students, and the priority goal is to increase achievement in writing as measured by the MOSL rubric.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students in K-5 will have shown a 20% increase on writing assessments compared to the September 2014 NYC Performance Task Baseline as a result of school-wide collaboration and curriculum adjustment through writing inquiry.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and			

<p>16. structures needed to impact change</p> <p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
Design and utilize a balanced literacy program that consists of 135 minutes of ELA instruction and includes the following components: read aloud, shared reading, shared writing, writer's workshop, reader's workshop, guided reading, word work and literacy centers/stations.	All students in K-5 and all teachers	September 2014-June 2015	School Leaders, Instructional Coaches, Classroom Teachers
Supplement our staff with an ELA coach, who will attend outside professional learning opportunities, turn-key the information to teachers, analyze ELA data with teacher teams, demonstrate how to use data to drive instruction, and provide Tier II and Tier III intervention services for students in grades K-5.	All students in K-5 and all teachers	September 2014-June 2015	School Leaders, Instructional Coaches
Provide professional learning focused on Response to Intervention for classroom, cluster and ESL teachers and paraprofessionals.	All Classroom, Cluster and ESL Teachers and Paraprofessionals	September 2014-June 2015	School Leaders, Instructional Coaches
Facilitate ESL pull-out and push-in model to provide writing support both in and out of the classroom. The pull-out and push-in schedules will be created to facilitate teaching targeted areas of need, such as vocabulary and phonics, for students at different levels of language development.	Identified Tier II and Tier III Students	November 2014- June 2015	School Leaders, Instructional Coaches, Classroom Teachers, ELL Teachers
Cluster teachers will provide AIS services to Tier II and Tier III students on Wednesdays during periods 1 and 2.	Identified Tier II and Tier III Students	November 2014- June 2015	School Leaders, Instructional Coaches, Classroom Teachers, Cluster Teachers
Provide students with disabilities with targeted instruction provided by an IEP and/or Special Education teacher that focuses on the specific areas of need of each student to address CCLS ELA standards including speaking and listening, language, reading and writing.	Students with Disabilities	September 2014-June 2015	School Leader, IEP Teacher, Special Education Teachers
Collaborate with parents to identify and provide workshops - including the <i>Read with Me Scholastic Series, Everyday Fun with Math and Literacy, Literacy in Spanish, At Home Strategies for Tier II and Tier III Students</i> , and websites (Lexia) - to assist them with helping their children achieve their ELA goals.	Parents in all grades	September 2014-June 2015	School Leaders, Instructional Coaches, Parent Coordinator, Classroom Teachers
Administer and analyze student work and performance data for MOSL Baseline NYC Writing Performance Task to determine areas of strengths and improvements for each student, class, and grade.	All students in K-5	October-November 2014	School Leaders, Instructional Coaches, Vertical Inquiry Team, Grade-Level Inquiry Teams,

			Classroom Teachers
Administer and analyze Dibels Next to screen for students that are at risk for not meeting grade level expectations.	All students in grades K-5	September 2014- June 2015	School Leaders, Instructional Coaches, Classroom Teachers
Develop and collaborate to create a culture of professional learning that enables school and individual development; provide ELA professional learning on teacher selected topics in addition to: CCLS-ELA, ELA Instructional Shifts, Response to Intervention, writer's workshop, small group instruction, engaging students in instruction, and questioning and discussion techniques - in order to strengthen students' ELA writing skills aligned with CCLS and College and Career Readiness skills.	All teachers and paraprofessionals	September 2014- June 2015	School Leaders, Instructional Coaches
Ensure knowledge of students and their work, and use this knowledge as the starting point for planning.	All Teachers	September 2014- June 2015	School Leaders, Instructional Coaches
Provide teachers with common planning time to reflect and refine their practice; design ELA curriculum maps, tasks, assignments, assessments and lesson plans; and incorporate pedagogical strategies aligned to the instructional focus.	All teachers and paraprofessionals	September 2014- June 2015	School Leaders, Instructional Coaches
Enhance professional collaboration by including administrators, ESL teachers and instructional coaches at weekly common planning meetings.	Classroom Teachers, ESL Teachers, Instructional Coaches	September 2014- June 2015	School Leaders
Share curriculum maps, common planning meeting agendas and minutes, horizontal and vertical inquiry documents, class and grade data on our web site to enhance professional collaboration.	Instructional Coaches, All Teachers, Paraprofessionals	September 2014- June 2015	School Leaders, Instructional Coaches, Team Leaders
Review school-wide data at cabinet meetings in order to assess the impact of the instructional focus across classrooms and plan adjustments. This addresses the element of trust as we work towards meeting shared goals for the school.	Principal's Cabinet	September 2014- June 2015	School Leaders
Conduct grade level inquiry meetings, twice per month, to monitor growth and refine practices based on findings.	Horizontal Inquiry Teams	October 2014- June 2015	School Leaders, Instructional Coaches, Vertical Inquiry Team, Grade-Level Inquiry Teams, Classroom Teachers
Analyze school-wide trends in writing, share best practices, ensure that there is cohesion around writing instruction and ascertain that all grade levels are making progress towards their goals during vertical inquiry meetings.	Vertical Inquiry Team	November 2014- June 2015	School Leaders and Vertical Inquiry Team Leader
Implement 2-week ELA test preparation lessons that will take place between major units of study.	Students in grades 3-5	September 2014- June 2015	School Leaders, Instructional Coaches,

			Classroom Teachers
Administer a mid-year performance task in writing to measure growth and make any mid-year adjustments to the writing instructional program.	All students in K-5	January 2015	School Leaders, Instructional Coaches, Vertical Inquiry Team, Grade-Level Inquiry Teams, Classroom Teachers
Utilize rubrics and checklists to self- and peer-assess in order to foster student ownership of the writing process.	All students in K-5	October 2014- June 2015	School Leaders, Instructional Coaches, Vertical Inquiry Team, Grade-Level Inquiry Teams, Classroom Teachers
Implement three response to intervention cycles to support students at risk as identified by NYS testing data and Dibels Next.	Students in grades 1-5	October – December 2014, January- March, April- May 2015	School Leaders, Instructional Coaches, Cluster/ AIS teachers, Classroom Teachers
Provide before and after school ELA programs for Tier II and Tier III students, including ELLs and SWDs.	Identified Tier II and Tier III students	November – December 2014	School Leaders, Instructional Coaches, Intervention Teachers
Data analysis of the Mid-Year MOSL assessment will be conducted to identify students that did not make the expected 10% gain. An in depth analysis of each student’s MOSL will be done during inquiry meetings to identify the barriers that are preventing students from making progress. Inquiry teams across all grades will modify their action plans to address the identified barriers, and will track the progress of this student subgroup through the end of the year.	Students in K-5	February – March 2015	School Leaders, Instructional Coaches, & Classroom Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

MOSL Baseline Writing Task, mid-year performance task, rubrics, check lists (self and peer), norming/scoring sessions, Dibels Next Assessment, Lexia computer software, Flocabulary, BrainPop, Language Power (ESL), Reading A-Z, ReadyGen, Simple Solutions, and professional learning.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, all students in K-5 will have shown a 10% increase on writing assessments compared to the September 2014 NYC Performance Task Baseline as a result of school-wide collaboration and curriculum adjustment through writing inquiry.

**Part 6b.** Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

In response to not meeting the mid-year benchmark for this goal the following revisions have been made to the Action Plan in order to achieve the goal:

- Data analysis of the Mid-Year MOSL assessment will be conducted to identify students that did not make the expected 10% gain. An in depth analysis of each student’s MOSL will be done during inquiry meetings to identify the barriers that are preventing students from making progress. Inquiry teams across all grades will modify their action plans to address the identified barriers, and will track the progress of this student subgroup through the end of the year.
- The ESL pull-out and push-in schedules will be created to facilitate teaching targeted areas of need, such as vocabulary and phonics, for students at different levels of language development.
- IEP and/or Special Education teachers will focus on the specific areas of need of each student to address CCLS ELA standards including speaking and listening, language, reading and writing.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

During the 2013-2014 school year, 55% of teacher ratings were effective or highly effective in questioning and discussion techniques, and 74% of teacher ratings were effective or highly effective in engaging students in instruction. These percentages were attained through rigorous observations and area-specific staff development, and teachers demonstrated a significant increase in effectiveness throughout the year. Although we also saw the percentage of developing ratings decrease from the start of the 2013 school year, 39% of the ratings in 3b and 31% of the ratings in 3c remained at developing. In order to promote strong teacher practice and effectively capture strengths and areas in need of improvement, it is necessary to focus on cultivating higher order thinking skills and rigorous work habits. As there is no baseline data from previous years, the 2013-2014 data will be the measuring point for all subsequent analysis.

Strengths:

- Providing professional learning based on 3c and 3b, as well as professional learning targeted toward individual teacher’s needs.
- Administrations conducts observations; and teachers and administration engage in meaningful post-observations conferences, discussing rubric-based evidence from the lesson with teachers providing next steps to improve practice.

Needs (Quality Review feedback and teacher observations):

- Students should be able to initiate higher order questions, extend discussions, and challenge one another’s thinking
- High level student thinking and explanation of their thinking should be evident in all lessons
- Students should have the opportunity for reflection at the end of a lesson to consolidate their understanding

Our priority need is to develop student-centered instruction where students are intellectually active in learning important and challenging content.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 20% increase in the number of teachers delivering effective or highly effective instruction with a focus on questioning and discussion techniques and engaging students in instruction, as evidenced by teacher ratings at the end of the year compared to June 2014.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be</i>	<b>Timeline</b> <i>What is the start and</i>	<b>Key Personnel</b> <i>Who is responsible for implementing</i>
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25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Analyze teacher observation data from June 2014 to identify the percentage of ineffective, developing, effective and highly effective ratings in questioning and discussion techniques (3b) and engaging students in learning (3c).	All teachers rated under Advance	August 2014	School Leaders
Collaborate with instructional coaches to design their schedules that will include opportunities for presenting professional learning workshops, training teachers to facilitate professional learning, providing demo lessons for teachers in all content areas, collaborating with teachers to facilitate professional learning sessions, providing individual and grade coaching sessions, mentoring new teachers, participating in common planning with teachers, meeting with administrators, and facilitating their own professional learning.	Instructional Coaches	September 2014-June 2015	School Leaders
Meet with teachers at initial planning conferences to set professional goals for the year.	All teachers rated under Advance	September-October 2014	School Leaders
Identify new teachers who will need mentors and assign them to a mentor; design a mentoring schedule for 1:1 meeting and co-teaching opportunities.	New teachers	September-October 2014	School Leaders
Meet with teachers whose 2013-2014 overall rating was 'Developing'; design a Teacher Improvement Plan that incorporates an action plan and progress monitoring.	Teachers with an overall rating of Developing during 2013-2014 school year	September-October 2014	School Leaders
Observe teachers at least four times (formal and informal) throughout the 2014-2015 school year; norm observation ratings by principal and assistant principal conducting first round of observations together.	All teachers rated under Advance	October 2014-June 2015	School Leaders
Purchase an online observation program (TeachBoost) that will disaggregate observation data.	School Leaders	November 2014	School Leaders
Participate in post-observation conferences after all formal and informal observations; conduct a comparative assessment of data gathered from teacher self-assessment and administrator assessment of low inference notes and synthesize the data to determine strengths and target areas of growth.	All teachers rated under Advance	September 2014-June 2015	School Leaders and Teachers
Provide teachers with rubric-based feedback that is aligned with professional goals and captures the strengths, challenges and next steps using the Danielson Framework for Teaching.	All teachers rated under Advance	September 2014-June 2015	School Leaders

Provide teachers with post-observation resources that include but are not limited to articles, webinars, strategies, inter-visitations, Teacher Development Coach workshops, professional learning, coaching sessions, etc.	All teachers rated under Advance	September 2014-June 2015	School Leaders
Utilize teacher observation data to design 3b and 3c professional learning sessions that will be presented by instructional coaches and/or teachers.	All teachers rated under Advance	September 2014-June 2015	School Leaders
Allocate time for teachers to modify and refine questions, activities, lesson plans, curriculum maps, etc. based on knowledge from professional learning.	All teachers rated under Advance	September 2014-June 2015	School Leaders, Instructional Coaches, and Teacher Facilitators
Provide instructional coaches, ESL teachers, and cluster teachers with opportunities to attend content specific professional learning outside of the school and turnkey the information to the staff.	Instructional Coaches, ESL and cluster teachers	September 2014-June 2015	School Leaders
Collect and analyze student work as evidence of growth in 3b and 3c for all students including ELLs, SWD, highest performing, lowest third, etc.	Vertical Inquiry Team	September 2014-June 2015	School Leaders, Instructional Coaches, Vertical Inquiry Team, Cabinet Meetings
Provide academic afterschool programs for all students including ELLs and SWDs.	All Students	January 2015-March 2015	School Leaders, ELL Teachers, Instructional Coaches, Teachers
Employ multi-sensory approaches to teaching, such as visual, kinesthetic, tactile, and auditory strategies.	All Students	September 2014 –June 2015	School Leaders and Teachers
Provide parents with academic and social-emotional workshops.	Parents	September 2014-June 2015	School Leaders and Teacher Facilitators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Danielson Framework for Teaching, articles, webinars, ARIS Learn Opportunities, Office of Teacher Effectiveness Talent Coach, TeachBoost, MOTP Talent Coach, Interschool Teacher Development Coach, ESL teacher

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Sequester/2010 Census Title I SWP

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 10% increase in the number of teachers delivering effective or highly effective instruction with a focus on questioning and discussion techniques and engaging students in instruction, as compared to June 2014 summary of teacher performance on Advance.				
<b>Part 6b. Complete in February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-2014 school year, our school offered a variety of family engagement workshops and events. We offered thirty-one (31) parent workshops; four (4) Family Discovery Hour events; and twenty (20) school-wide family events. We recognize the critical role of parents in the lives of their children; to support this parent-child relationship, we will be increasing the frequency of parent workshops being offered at our school. We will also broaden the scope of topics that the workshops entail.

Throughout the 2013-2014 school year, our school developed, monitored, and updated our Parent Share Site online. During the first year of the Parent Share Site, parents were able to learn about the school and view upcoming workshops and events. We were also able to increase parent communication through the creation and use of a parent email distribution list. Currently (2014-2015) on the Parent Share Site, each grade has designed a page that makes all the information about that grade available online. Going forward, class news, updates, calendars, Q&A sections, comment boards, and homework will be posted and updated in each grade page. In addition to the grade specific pages, all parent events, newsletters, and workshops/presentations are available for the parents to view on the Parent Share Site. Parents are also currently informed and reminded of workshops and events via the parent email distribution list, flyers, and phone calls from the parent coordinator.

For the current school year, our school will be focusing on providing more opportunities for parents to attend a diverse selection of workshops. We will be able to do so by offering different workshops every Tuesday afternoon for parents and families. Some of the Tuesday afternoon parent workshop topics include: Nutrition Workshop: 8 Part Series; Middle School Application Information Session; ESL: Technology at Home; student-parent Art workshops; What is School Counseling; Read with Me (2 sessions); Time Management; Test Anxiety; additional ESL specific workshops; and teacher facilitated workshops offering information specific to each grade. For a more hands-on experience of our school and their child’s education process, we will be inviting the parents to join their children in the classrooms once a month during Family Discovery Hour. Lastly, we will be offering a variety of family events including school concerts, CookShop, Family Game Night, Family Literacy Night, Math and Science Night, a fall festival, a winter festival, and a spring block party/BBQ. We feel that these are all ways that will allow and encourage the parents to participate in or learn about their child’s educational experiences. Further, we anticipate a strong partnership with the local community that will ensure the best possible educational experience for students and parents alike.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, our school will create a welcoming environment for families to take advantage of community resources by increasing the number of parent workshops by 10% as compared to the 2013-14 school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Participate in all parent coordinator PD opportunities not in conflict with school needs.	Parent Coordinator	September 2014-June 2015	School Leaders
Forge a stronger relationship with parents by having parent coordinator attend all parent events.	Parent Coordinator	September 2014-June 2015	School Leaders
Meet with new parent/caregivers for the purpose of helping to bridge communications between home, school, and community.	Parent Coordinator	September 2014-June 2015	School Leaders
Create a parent survey to gather information on the types of workshops that parents would like to attend, as well as the times that would be most convenient to them.	All Parents and Caregivers	January 2015	School Leaders, School Leadership Team, Parent Coordinator, Teachers
Ensure at least 15 parents are in attendance for all parent workshops.	Parent Coordinator	September 2014-June 2015	School Leaders
Increase the use of social media, e-mail, phone messenger, Shutterfly Parent Share Site, flyers, posters, school calendars, principal's report, and written publications to expand outreach and help parents understand and participate in their children's education.	All Parents and Caregivers	September 2014- June 2105	School Leaders, Parent Coordinator, school secretaries, School Aides and teachers
Create a collaborative Parent Outreach Committee that will meet on a monthly basis to discuss how to increase parent involvement.	Staff	September 2014-June 2015	School Leaders and Parent Outreach Committee
Facilitate professional learning to the entire staff on The Four Pillars, with an emphasis on the third pillar (Engage Parents and Families in Every Aspect of School Life).	Staff	October 2014	School Leaders and Teachers
Host frequent parent workshops and conferences so that families can learn more about their children's education and have access to experts in the field.	All Parents and Caregivers	September 2014-June 2015	School Leaders, Parent Coordinator and Teachers
Provide ESL workshops for parents so that they can better support their children's education.	All Parents and Caregivers	September 2014-June 2015	School Leaders, Parent Coordinator and ESL Teachers
Teachers will use their parent outreach time on Tuesday afternoons to provide parents with workshops that focus on academics, homework, CCLS, math, science, literacy, students with disabilities and the arts.	All Parents and Caregivers	November 2014- June 2015	School Leaders, Parent Coordinator and All Teachers

Invite parents to Curriculum Night, Fall Festival, PA Meetings, Winter Wonderland, Family Game Night, Music Concerts, Dance Festivals, Family Literacy Night, Math and Science Night, Science Fair, Mother-Son Dance, Father-Daughter Dance, Multicultural Feast and Fashion Show, and End of Year BBQ.	All Parents and Caregivers	September 2014-June 2015	School Leaders and Parent Coordinator
Invite parents to monthly Family Discovery Hour where they are able to visit their child's classroom and collaborate with classroom teachers to ensure student success.	All Parents and Caregivers	September 2014-June 2015	School Leaders and Parent Coordinator, and Teachers
Invite parents to be classroom volunteers and/or chaperones on school trips.	All Parents and Caregivers	September 2014-June 2015	School Leaders and Parent Coordinator, and Teachers
Invite parents to participate in Project Boost trips to museums, plays, Hall of Science, etc. and participate in fund raising events for Smile Train – an international children's charity that helps children who need cleft lip and palate repair surgery.	Project Boost Students, Parents and Caregivers	December 2014-June 2015	School Leaders, Parent Coordinator and Project Boost Team
Invite parents to participate in our annual Career Day.	All Parents and Caregivers	Spring 2015	School Leaders and Parent Coordinator, and Career Day Committee
Provide parents with non-academic workshops that focus on health and nutrition, stress reduction, fire safety, CPR, Learning Leaders, etc.	All Parents and Caregivers	September 2014- June 2015	School Leaders, School Leadership Team, Parent Coordinator Teachers
Create relationships with community based organizations to provide parents with information and resources.	Parent Coordinator, All Parents and Caregivers	September 2014- June 2105	School Leaders and Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Global connect, Shutterfly Parent Share Site, school-wide event calendar, e-mails, parent coordinator

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL Parent Coordinator, TL Parent Coordinator OTPS, and Title I SWP									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
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39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, our school will create a welcoming environment for families to take advantage of community resources by increasing the number of parent workshops by 5% as compared to the 2013-14 school year.

**Part 6b. Complete in February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• NYS ELA Scores</li> <li>• Dibels ELA</li> <li>• Teacher Recommendation</li> <li>• Performance Tasks Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Great Leaps ELA, Road to the Code, Foundations, Words Their Way, Recipe for Reading</li> <li>• F&amp;P Levelled Literacy Intervention, Reading A-Z,</li> <li>• Lexia</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small group</li> <li>• Pull-out</li> <li>• Push-in</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• Before and after school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• NYS Math Scores</li> <li>• Dibels Math</li> <li>• Teacher Recommendation</li> <li>• Performance Tasks</li> <li>• Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Great Leaps Math</li> <li>• Go Math Tier II</li> <li>• New York Coach, Kaplan</li> <li>• vMath and DreamBox web sites</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and after school programs</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science Test Scores</li> <li>• Teacher Recommendation</li> <li>• Performance Tasks Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• New York Coach, Measuring Up, Kaplan</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before &amp; after school programs</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Social Studies performance tasks</li> <li>• Teacher recommendation Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Graphic Organizers</li> <li>• Vocabulary Games</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Minor behavior forms</li> <li>• OORS incident reports</li> <li>• Teacher Anecdotal</li> <li>• Teacher recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Justice</li> <li>• Palmetto Pals</li> <li>• Circle/Yoga Clubs</li> <li>• At-risk counseling</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before &amp; after school programs</li> </ul>
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## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

All of our staff members are highly qualified and certified to teach in their appointed positions. When recruiting teachers for vacancy positions, a team, comprised of administration and teaching staff, interviews and selects teachers with certifications that match our vacancies. If there is a change in teaching assignment, we ascertain that the teacher takes appropriate coursework to meet the certification requirements for their new certification area. All staff is provided with weekly professional learning based on need, which is either self-, team-, or school-directed. Staff is also encouraged to seek off-site professional learning, view webinars, and facilitate professional learning for their peers. Teachers are informed of leadership opportunities through the DOE and are supported in their professional growth.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development for school leaders, teachers, and paraprofessionals is ongoing, and is based on the needs of staff members. Professional learning is chosen and designed according to self, grade and school identified needs and observed needs as measured by Danielson observations conducted by school leaders. We have established a professional development committee made up of instructional coaches, teachers and paraprofessionals. The professional development committee meets on a monthly basis to discuss the needs of the staff and make recommendations to the principal about professional learning that is needed. Professional learning is then offered at a school-wide level during the contractual professional learning times after dismissal on Mondays. If the sessions that are being offered do not meet the needs of individual teachers or grade levels, those teachers and grades have the option to plan for self-guided professional learning opportunities that target various content areas or individual needs. Professional learning is led by school leaders, instructional coaches, team leaders, and teachers. The principal, assistant principal and instructional coaches receive professional development from the network and from DOE providers.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

### **3b. 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).

## **Part 4: SWP Schools Only**

### **4a. 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.).

At the end of the 2013-14 school year, we invited our Pre-K parents to a *Welcome to Kindergarten Workshop*. This workshop was presented by our Kindergarten teachers and the Pre-K social worker. The workshop served to prepare parents for the academic and procedural differences between Pre-Kindergarten and Kindergarten. Parents had the opportunity to tour the school and visit a kindergarten classroom. Pre-K students visited kindergarten classrooms to help prepare them for the new environment.

During the first month of Kindergarten, parents are invited for Meet the Teacher Night where they get a chance to meet with their child's classroom teacher for the first time. During that meeting, teachers explain the school mission, vision and instructional focus, discuss the curriculum and academic expectations, as well as explain classroom and school procedures such as homework, school trips, lunch program, and behavior expectations. Parents are able to meet other staff members including the principal, assistant principal, parent coordinator, cluster teachers, IEP teacher, instructional coaches, and guidance counselor.

The School Based Support Team (school psychologist, social worker, family worker, IEP teacher), in collaboration with school leaders, identifies incoming 'Turning 5' students to ensure that the school is prepared to meet the needs of each individual student according to their Individualized Education Plan (IEP). The school works to provide each student with their Least Restrictive Setting, SETSS, and related services (OT, PT, counseling).

### **4b. 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.

Our school uses multiple assessment tools throughout the school year to assess student performance and progress in a given area. A MOSL team was assembled to decide which assessments would be used to measure student progress and well as teacher effectiveness. This year the MOSL team decided to use the NYC Writing Performance Task to measure both student performance and teacher effectiveness. These writing tasks also align with our inquiry focus of writing. Last year, the MOSL team selected Fountas & Pinnell for the MOSL, but felt that it was not effective, which was why the team switched to the Performance Tasks this year.

Other assessments and measures used by the school are Dibels (ELA & Math), Fountas & Pinnell, Rally online tracker, Great Leaps (Math & ELA ), mid-year on demand writing task . The decision to use these programs was made collaboratively by school leaders, instructional coaches and teachers based on research and effectiveness through use. Professional learning is provided for all staff using in how to administer the assessments, score the assessments, analyze the data, and create action plans to address the needs as implicated by the data.

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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	\$218,909	X	Pgs. 10-13, 14-18, 19-22, 23-25, 26-28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$32,623	X	Pgs. 10-13, 19-22
Title III, Part A	Federal	\$11,200	X	Pgs. 10-13, 19-22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,344,759	X	Pgs. 10-13, 14-18, 19-22, 23-25, 26-28

#### <sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

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

#### **PARENTAL INVOLVEMENT PLAN**

##### **Vision:**

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

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

##### ***A welcoming environment***

- a. Mission, Definition of Discovery, Our Values, Instructional Focus, New York City Instructional Expectations, character trait of the month certificates, P.A.C.K. incentives menu and display case, signs, notices, student work, informative parent bulletin boards translated into different languages.
- b. Calendar of events sent home and displayed on parent bulletin board.
- c. Visitors and callers are greeted politely and can easily get information in English or their Native Language
- d. Administrators, Teachers and Staff are accessible

##### ***Programs and activities to engage families in improving student achievement***

- Parent Workshops/ events are offered to help students achieve both in the classroom and at home such as *Family Literacy Night, Math and Science Night, Family Game Night, Multi-Cultural Night, Winter Wonderland, Family BBQ, Science Fair, Family Discovery Hour.*
- Current work is displayed throughout the building enabling visitors to understand what is happening in the classroom.

- Teachers update our school's web site to keep parents informed as to what their children are learning and promote high standards.
- Enrichment activities such as Music Concerts, Art Exhibits, and Dance Festivals allow parents to celebrate their child's achievements.

### ***Strong relationships between teachers and families***

- Parent Coordinator
- Family handbook
- Tuesday's parent engagement time
- Shutterfly Parent Share Site & Global Connect
- DOE school web site
- E-mails, phone calls, flyers, etc. to remind parents of school events
- Parent orientations for all grades
- Translators made available (bilingual staff)
- Back to School, Family Discovery Hour, Parent-Teacher Conferences, Progress Reports and Report Cards keep the lines of communication open between parents and the school, curriculum night.
- Quarterly cluster newsletter to inform parents of music, art, physical education and science instruction
- Parents are encouraged to accompany students on class trips
- Parents are invited to come in and celebrate students' writing projects
- Classroom observations during Open School Week

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

- Pre-K Social worker and Parent Coordinator conducts workshops on Nutrition, Asthma, Personal Finance, Health Care, Parenting, etc.
- Parent workshops presented by instructional coaches and teachers on each grade.
- School Leadership Team
- Learning Leaders
- Title III Parent Workshop Series
- Parent Learning Environment Survey
- Planning and Organizing Events: *Family Literacy Night, Math Games Night, Science Night, Fall Festival, Multi-cultural Night, Winter Wonderland, Family BBQ, Science Fair, Book Fair, Parent Mixer, Mother Son Dance, Father Daughter Dance and Family Discovery Hour.*
- Monthly PA meetings

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

- Teachers attend meetings, workshops and read literature on how to understand families from diverse

cultural backgrounds

- Parent Workshops during Parent Engagement Blocks on Tuesdays
- School reaches out to identify and bring in community resources that can assist staff and families such as Principal for a Day, local government officials
- Curriculum Night
- Family Literacy Night, Math and Science Night
- SLT and PA online training
- Career Day, Middle School Preparation

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

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

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

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

#### **SCHOOL-PARENT COMPACT**

P.S. 306 Q, The New York City Academy for Discovery, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESCEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015.

#### **School Responsibilities**

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

We use Go Math! in Kindergarten through Fifth grade. To teach literacy, we modify Ready Gen and follow the Balanced Literacy approach, integrating Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Shared Writing, Interactive Writing and Writing Workshop to allow students to develop their literacy skills. These programs and approaches support all learning styles and levels of development. We provide ESL services for English Language Learners through the use of certified ESL teachers, both as providers and classroom teachers. Our school provides ESL services using both pull-out and push-in models. We follow the CR Part 154 Mandates/ No Child Left Behind guidelines. All lessons are standard based following CCLS standards, and all students are held accountable for working towards meeting or exceeding these standards. In addition we use data to identify struggling students and we provide SETSS and AIS programs to provide support.

2. Hold parent-teacher conferences at least three times a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in mid-November 2014 in both the afternoon and evening as well as in mid-March 2015, both afternoon and evening, and May 2015.
3. Provide parents with frequent reports on their child's progress. Report cards will be sent home three times per year (November, March, June). Assessment results in both Math and Literacy will be sent home between Report Card cycles to keep parents informed of their child's progress. Parents will have the opportunity to review the portfolios of student work during Parent Teacher Conferences and upon request.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Curriculum Night, Parent Teacher Conferences, and parents may also meet with teachers upon request as needed. In addition, through Parent Association meetings, orientation meetings, curriculum letters, ongoing conferences between teachers, administrators, and parents, curriculum area workshops and a monthly calendar of special events and reminders. Parents can also have access to parents during the new Tuesday afternoon Parent Engagement time after school.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can train to become Learning Leader volunteers and help in the classroom or around the school as needed, or they can accompany their child's class on class trips as a volunteer assisting the teacher. In mid-November, Open School Week provides an opportunity to visit their child's classroom to observe classroom activities. Parents are also encouraged and invited to visit their child's classroom every month for our Family Discovery Hour.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy and involve parents in the joint development of the school wide program, in an organized, ongoing, and timely way. The School Leadership Team currently consists of 50% parent participation. The team meets once a month to discuss school concerns and progress. Our Parent Coordinator schedules parent workshops and meetings to encourage and facilitate parental involvement. Parent Association meetings take place monthly where school policies and parental involvement events are discussed. The Parent's Association Executive Board also meets quarterly with the Principal to discuss PA and school policies.
7. Hold an annual meeting to inform parents of the school's participation in Title I.
8. On the request of parents, we provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.

### Parent Responsibilities

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

- Monitoring attendance and punctuality
- Making sure that homework is completed

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

#### Student Responsibilities – Grades K – 5

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

- Do our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Take information and notices home daily.
- Be respectful of others, their belongings and school property.
- Honor our P.A.C.K. (Positive, Accountable, Collaborative and Kind) values at all times.

**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 <b>27</b>	Borough <b>Queens</b>	School Number <b>306</b>
School Name <b>New York City Academy for Discovery</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	59	0	11	5	0	2	0	0	0	64

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		
<b>Total</b>	59	0	11	5	0	2	0	0	0	64
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	2	1	2	5								18
Intermediate(I)	1	2	2	2	3	3								13
Advanced (A)	5	8	7	5	2	6								33
Total	<b>11</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>64</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		1	1					5
5	3	4	1		1	2			11
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	2	2	2	2	0	1	11
8									0

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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school uses Fountas and Pinnell running records and common core standards as an indicator of student literacy skills. Our school cabinet, made up of grade leaders, ESL, IEP, and content area members, will analyze the data and trends across the year. Data based on last years Fountas and Pinnell and the year prior indicated that ELL's and general education students needed growth in

vocabulary and fluency. Those areas were supplemented by the ESL staff by using context and comprehension strategies and introducing grammar components based on language level. This year's increase in ELL population size within the fourth and fifth grade will help provide a more accurate needs assessment. We plan to continue using data to inform instructional goals within the ESL program based on incoming Lab-R data and Fountas and Pinnell data and to use this data to inform instruction across all content areas. Specifically, professional development has been utilized to insure that this information is being used to target instruction and goal setting within the ESL program and also within the schools core classroom curriculum.

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

#### Patterns in Proficiency Levels

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Data not available yet.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

#### Patterns in Proficiency Levels

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

We begin by examining how ELLs social and academic backgrounds have an impact on their academic achievement. We examine the Tier I instruction that is delivered as well as formative assessments, which include Fountas and Pinnell running records, Dibels, and prior years State ELA, Math, and NYSESLAT scores. Based on these observations and analysis of data, we determine the course of intervention in order to meet the students' needs. Within the classroom, students are grouped according to their reading and math levels, so teachers can work with small groups to deliver intensive tailored instruction. This year as a Response to Intervention for ELLs, our school will pilot Lexia Core 5, a research proven acceleration computer program which follows a model of data driven, differentiated learning. This program will provide teachers with ongoing real-time progress monitoring data on specific skills which include phonological awareness, phonics, structural analysis, fluency, vocabulary and comprehension as well as lessons that will target the skills the students are struggling with. The data that is collected will be analyzed by the classroom, ESL, and intervention teachers to continuously adjust instruction for the student. Students that are not progressing at an appropriate pace are referred for Tier II intervention services, where further diagnostic assessments are conducted and used to pinpoint the students' specific needs. A 6-8 week cycle of RTI is provided with continuous progress monitoring. Any further interventions or referrals will be determined at the end of the cycle.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ESL classroom is a print rich environment. Students benefit from constant staff support and guidance to ensure maximum success. ELL's continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety

of meaningful and diverse programming including visuals arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Second language development in the core content areas such as math, science, and social studies are supplemented by the ESL and classroom teacher collaboration to isolate skills and develop strategies based on the standards within each area and by grade using common core standards. ELL students also have access to all services offered in the school setting. Classrooms as well as the school library contain books that are in the ELLs native language. While all students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology, classes for the upper grades and Ipads with educational Apps, ELL students have Imagine Learning Software and Lexia Core 5. Imagine Learning is an interactive supplemental program specifically for ELLs that assesses each students language level based on the four modalities and tailors a sequence of activities targeted to develop academic language. In addition to giving students feedback on their real time choices while practicing listening, speaking, reading and writing, this program also provides educators feedback about student growth and indicators to target or revisit.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

Our school uses Fountas and Pinell as well as Ready Gen and Go Math assessment data to determine the growth of student achievement in these programs. Classroom teachers and ESL teachers enjoy the collaboration of co-teaching and feel the support of having two educators working together builds upon the success of the students. We also use NYSESLAT scores from the current school year to determine how much improvement our ELL's made during this year and to inform our instruction for the upcoming school year.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

### ELL Identification

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

During the course of the school year parents will have numerous opportunities to become aware of the three programs available for English Language Learners: Transitional Bilingual, Dual Language and Free Standing ESL. Notification of the ELL's program options is

made available to parents. Once a student is identified as an ELL using the LAB-R within the first 10 days of enrollment, parents are invited to an orientation that utilizes translated DOE resources to help parents identify and choose their program preference on the Parent Survey and Selection Form. Spanish language information sessions are provided for our Spanish speaking families. A translator is provided for parents that speak other languages through the DOE Translation unit when necessary. Within 20 days of enrollment a student is registered, tested with the LAB-R if eligible, identified as an ELL and parent orientation is completed. If a parent is unable to attend parent orientation, ESL providers Amy Felix and Amanda Francavilla and parent coordinator Yolanda Sandoval continue outreach such as notifications one-on one or by phone to ensure parent involvement. Transfer options are made available to parents if the program of their choosing is not readily available at our school. In the event that another program becomes available, forms will be sent home to parents informing them of their new opportunity.

Invitations to attend Parent Orientation are sent home to inform them of the meeting once this year after enrolled ELLs are administered the LAB-R. When a new ELL student is enrolled during the course of the year, an entitlement letter is sent to that family and a phone call is made for a one-on-one orientation meeting. Entitlement letters are sent home informing parents of their child's Lab-R score and qualification for ESL services. Letters sent home are translated in the native language of the parent and indicate a clear time and date of the meeting regarding their child's placement, which is also conducted in the parent's native language using the DOE translation video and translation and interpretation unit to supplement in the event that a trained pedagogue can not speak the home language.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Our school only has a free standing ESL option. Once identified as an ELL or continuing ELL, entitlement and continued entitlement are sent to families. A copy is made of all letters and kept in our ESL data binder. Continued entitlement students immediately begin receiving instruction with our ESL program consistent with mandated minutes based on scores from the NYSESLAT which determines the student's language level of beginner, intermediate or advanced. Parents of newly entitled students are invited to attend a parent orientation and are given the parent survey and selection form after watching parent orientation video and are fully aware of their options. Parents then make their selection and students are placed in the ESL instructional program offered at our school. Parents are provided an opportunity to transfer to schools where bilingual or transitional bilingual programs are offered through communication with the OELL ELL program transfer at [schools.nyc.gov](http://schools.nyc.gov) or to choose to remain at PS 306 Q in the ESL program, as at this time the school is only able to offer ESL services and does not have sufficient interest to justify the addition of a TBE program. Parents meetings are given in spanish as needed, as well as other native languages with translation services. The ELPC screen is continuously updated with parent choice and program within 20 days of enrollment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Over the course of the required testing period, ELL students will be administered all sections of the NYSESLAT exam consistent with ELL testing procedures and IEP mandates. NYSESLAT testing is conducted by trained ESL Staff. During the testing window all documents will be stored in a safe and secure location available only to authorized staff. ESL teachers will create a schedule for administering the Speaking portion of the NYSESLAT first. A schedule for administering the Listening, Reading and Writing sections will also be created. The testing window for our school's entire NYSESLAT administration runs 3 to 4 weeks. During this time, the ESL teachers take careful attendance to ensure that students absent during their scheduled administration get tested during the make-up window, as well as making sure all students are tested on all four parts.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
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)?

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

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

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

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

#### Explicit ELA Instruction

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

#### Explicit NLA Instruction

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

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

To deliver instruction in content areas, ESL teachers push in to classes as well as pull out students. The ESL teachers provide support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. Together we identify skills and concepts appropriate to the grade, language proficiency level (B, I, A), and learning styles of the ELL students. The ESL teacher scaffolds the concepts, in English, taught by the general education teacher to the ELL students. Our ESL program focuses on developing and teaching students to use academic language skills. Both the teacher and students use academic language to communicate, analyze and explain content. The teacher models the appropriate language and creates opportunities for using academic language. At P.S. 306, ELLs are taught how and when to use learning strategies. Students are shown when and how to use these strategies (teacher modeling) and are given opportunities to practice it. Another of the methodologies we use is to repeat the concepts in different ways to address their learning styles. Our program also focuses on differentiated instruction aligned with the CCLS in which material is presented in smaller segments, assignments are expanded over a longer period of time, and instruction is provided within small group settings. Assessment activities are integrated into the program to help gauge students' progress in acquiring the language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We ensure that ELLs are appropriately evaluated in their native language by administering the Lab-R and Spanish LAB to native Spanish speaking students. Spanish speaking students in the testing grades have the opportunity to take the NYS content exams in their native language, and students with a different native language are provided a translator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are evaluated throughout the school year in all four modalities by using curriculum aligned assessments as well as targeted lessons based on observations. These observations allow classroom teachers and ESL teachers to gain information about student needs in each of the four modalities and create lessons and assessments based on these needs. For example, ESL teachers evaluate speaking skills during conversational lessons and questioning and listening skills by reading passages and eliciting responses. Student work is analyzed by both classroom and ESL teachers to evaluate improvements in reading and writing skills.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Plans for SIFE

Not applicable

Plans for Newcomers

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

Plans for Long Term ELLs

Once the long term ELLs are identified, testing data from the prior year is analyzed to develop a plan for enrichment based on the factors that impact that student's achievement. Students who have not met adequate performance in listening, speaking, reading, and writing based on last years NYSESLAT exam will benefit from additional support in conjunction with the collaborative ESL model initiated this year during ESL in class enrichment periods lasting 45-90 minutes depending on mandates. Such support consists of ESL and classroom teacher planning and collaboration using the Ready Gen and Go Math curriculum, common core standards utilization, increased frequency of growth tracking of reading levels using Fountas and Pinnell running records, on demand writing pieces and analysis of electronic data tracking to observe trends and develop individualized students goals for literacy and ESL, RTI to develop any weaknesses in the areas of phonemic awareness, phonics, vocabulary, fluency and oral expression, written ideas, conventions, organization, voice, word choice, sentence fluency, and presentation, Imagine Learning and Lexia Core 5 software that targets literacy specifically for ESL students, literacy through content area instruction during cluster periods, and after-school No Child Left Behind and Title III programming to target literacy goals.

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

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

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

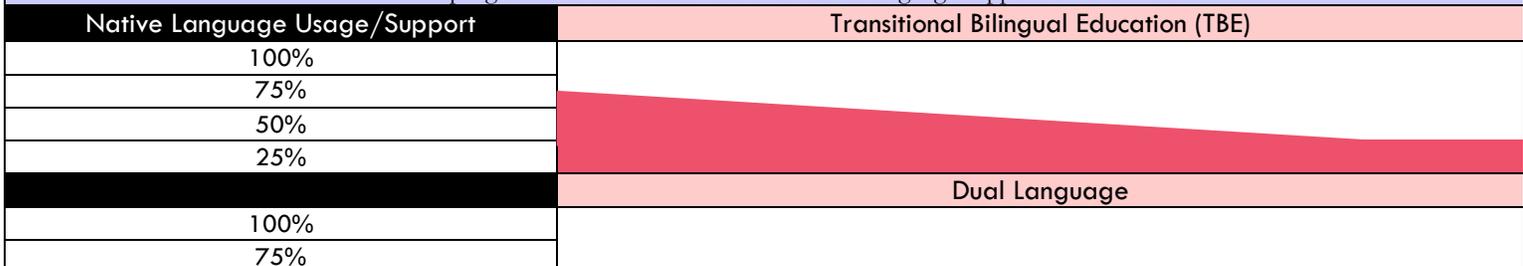
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Intervention in the core content areas such as ELA, math, science, and social studies are supplemented by the ESL and classroom teacher collaboration to isolate skills and develop strategies based on the standards within each area and by grade. This year our school will be using Lexia Core 5 , a computer based acceleration program following the RTI model. It focuses on target intervention for ELLs in the areas of phonological awareness, phonics, fluency, vocabulary, comprehension and structural analysis. ESL students will be utilizing Lexia 30 min per day 3-4 times per week. In addition, our Literacy Coach will be providing RTI intervention to the ELLs' and former ELLs that are not progressing at an appropriate rate in a Tier I setting. Our school will be using Leveled Literacy Intervention (LLI), Recipe for Reading, and Imagine Learning. Computer programs are offered many languages and will be set up based on the students' home language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on the previous years NYSESLAT, Math, and ELA data, our students showed strong growth in all subject areas. We will continue to use a similar model for instruction and intervention this school year.
11. What new programs or improvements will be considered for the upcoming school year?  
This year our school has adapted the Ready Gen Literacy curriculum, Go Math curriculum , Lexia Core 5 and Language Power. Each of these programs provides scaffolding and support for ELLs as well as assessments. Lexia Core 5 will provide ongoing data and lessons to target specific instruction for our ELL students. Language Power is a literacy program designed specifically for ELLs and will be used as a supplemental program during our pull- out time with ELL students.
12. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs, general and Special Education students are afforded equal access to all school programs. They are invited to participate in all afterschool programs offered on Tuesdays and Wednesdays, as well as the Greater Ridgewood Afterschool program which runs everyday until 5:30pm. ELLs will participate in all other school related programs and go on class trips with their classmates as well. Last year our school had an ESL afterschool program on Mondays and Fridays from 2: 40-3:40 pm. We plan to continue this afterschool program with the allocated Title III funds for this school year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
We use the following instructional materials to support ELLs: Ready Gen and Go Math both offer scaffolding materials and differentiated activities for ELLs. Glossaries, literacy leveled books, bilingual and picture dictionaries, word charts, word walls, pictures and other visuals. Imagine Learning and Lexia Core 5 computer programs as well as websites such as ABCmouse.com and Starfall are used to support ELLs during differentiated learning center time.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
At this time our school only offers an ESL program. In order to support native language, classroom and ESL teachers utilize bilingual glossaries and native language libraries as well as pictures, word walls, word charts and other visuals.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All services and resources correspond to ELLs ages and grade levels. However newcomers are grouped based on their proficiency levels often times a beginners. Newcomers in K-2 and 3-5 are grouped together utilizing the language programs Ready Gen and Language Power. The computer programs Imagine Learning and Lexia are set up by students grade level and proficiency level as well.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
**Activities for newly enrolled ELLs**  
When parents/guardians register their children, pedagogical staff members, including the ESL teachers, meet with them to describe the different programs available to English Language Learners. Some of these parents/guardians and students also meet with our Guidance Counselor, Social Worker, School Psychologist, ESL specialists and/or Parent Coordinator to address specific social, emotional, and or academic needs during the registration process. Additionally, on a monthly basis, the Parent Coordinator offers various workshops on different topics such as how to assist their children in school and grade-wide expectations and school policies.
18. What language electives are offered to ELLs?  
Not applicable.

19. For schools with dual language programs:
- 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.

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

## D. Parental Involvement

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl-Ann Leone	Principal		11/15/13
Jessica Marciano	Assistant Principal		11/15/13
Yolanda Sandoval	Parent Coordinator		11/15/13
Amy Felix	ESL Teacher		11/15/13
	Parent		11/15/13
Kerry Maguire/3 <sup>rd</sup> grade ESL	Teacher/Subject Area		11/15/13
Kaitlyn Comastri/1 <sup>st</sup> grade ESL	Teacher/Subject Area		11/15/13
Jennifer Milio	Coach		11/15/13
Jimmy Kalamaras	Coach		11/15/13
Jennifer Brosius	Guidance Counselor		11/15/13
Dorothy Werner	Network Leader		11/15/13
Amanda Francavilla	Other <u>ESL Teacher</u>		11/15/13
Kathryn Pantaleo	Other <u>Speech Provider</u>		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 5 Network: 531

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

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 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 5  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

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

Begin description here: An analysis of our current NYSESLAT and our NYSITELL data, shows that we have 3 broad areas of need at our school: K-2 beginner and intermediate ELL's that need to develop more language, 3-5 beginner and intermediate ELL's that are new to the country and need basic English language support, and 3-5 long term ELL students that do not have low scores in listening and speaking in English, but struggle to make gains in reading and writing. In order to meet the needs of these 3 groups of students, we have decided to implement an ELL after-school program that will provide sheltered ESL instruction that is specific to the needs of our 3 identified ELL subgroups. Our ELL after-school program will feature small-group instruction at a 10:1 ratio. Students in the K-2 and 3-5 language development subgroups will receive instruction that will be organized around the Language Power curriculum, which includes everyday themes such as Families, Neighborhoods, Foods, Clothes, etc. Building the instructional program for these 2 subgroups around thematic units will allow our ELL students to build the English vocabulary that they are lacking, and will allow students to practice communication skills through meaningful content. The 3-5 long term ELL group will feature instruction using the Fountas and Pinnell Leveled Literacy Intervention Program (LLI). The specific focus of LLI on reading and writing will target the needs of this subgroup to allow them to make gains both in NYSESLAT and on the NYS ELA exam. The after-school program will also provide scaffolding for the material that the ELL students encounter in their mainstream classes. Our after-school program which will meet on Wednesdays and Thursdays from 2:40 to 3:40 PM and will be taught by 5 certified ESL teachers. The program will run from January 2015 through May 2015. Depending on enrollment, we hope to service 50 ELL students in grades K-5. Students will be split up into 5 targeted subgroups that are grade band appropriate, and that meet their language development level. In addition to Language Power and LLI, additional resources and materials will be used by teachers to provide meaningful instruction. Materials and data from LEXIA will be used to provide targeted skill-based support and instruction. All instruction in this program will be provided by staff members who hold ESL certifications.

**Part C: Professional Development**

### Part C: Professional Development

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

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

Begin description here: Professional development for teachers serving ELL learners is embedded into all weekly 40 Monday afternoon school-wide professional development sessions. Discussing the needs and instruction of ELL learners is required at our school and facilitators always discuss, address, and incorporate ELL needs and practices in their presentations. For example, professional development sessions on common place school-based instructional practices such as guided reading, small group instruction, and questioning and discussion address how teachers can adjust and modify mainstream instruction in order to better serve the ELL students in their classes. Professional development for teachers serving ELL students is also embedded in collaborative teacher team activities. During weekly 45 minute common planning times and bi-monthly inquiry sessions, ELL providers and the instructional coaches offer support and help come up with ideas to modify curricula, lessons and assessments for ELL students. In order to support ELLs and former ELLs, SIFE long term ELLs and ELLs with IEPs, ESL teachers attend bi-monthly in-service professional development from September to June offered by the CFN. The topics include: Meeting the needs of Diverse learners in grades K-5, Addressing the Vocabulary needs of ELLs, Instructional Practices for ELLs Promoting Quality Educational Opportunities for ELLs, SRSD Approach to writing for ELLs, CCLS for ELLs in Math and ELA, and Blueprint for ELLs success. These workshops consist of planning sessions targeting specific instructional objectives and outlining the activities for each session. The ELL teachers attending network professional development workshops will turn key to the staff during Monday professional learning time 2:45- 3:55 P.M. Teachers plan collaboratively weekly during common preps, analyze student work, and discuss student progress and performance, as well as sharing best practices in order to better prepare the students for the NYS exams. The ELL after-school staff will meet during common planning periods weekly to reflect on their practices and make adjustments to their interventions. Topics include best practices for ELLs, RTI for ELLs, analyzing student data and planning with co- teachers in push in model classrooms. There will be approximately 36 afterschool sessions during the 18 week time frame of January 2015 to May 2015.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: In an effort to keep parents and guardians engaged and informed of their child's education, workshops are offered to them throughout the school year. Our parents and guardians are notified of these events by calendar, newsletters, Shutterfly Parent Website and phone call reminders. Monthly ELL professional development will be made available to all parents of ELLs. Parents will be presented with materials, resources and strategies that they may use to help their children at home. Our 2 ESL teachers, along with our Parent Coordinator and instructional coaches, will design and deliver these workshops throughout the school year. Topics of the workshops include Literacy and Math strategies for ELLs, where teaching strategies will be modeled for parents, giving them the opportunity to interact with their children and practice those strategies during the demonstration. Other topics will include NYSESLAT and test prep strategies, homework help, guidance workshop, and using technology. These workshops will relate directly to the thematic units being studied by the after-school group, as well as the instructional strategies that the teachers have been using to support the children in their classrooms. Workshops will be offered in English and in Spanish to encourage participation; specific workshops targeting Spanish speaking parents will also be offered in order to encourage our largest language constituency of ELL parents to attend. Translation services will also be available should any parent/guardian require them. The dates for the parent workshops are November 20, December 9, 2014, February 10th and March 31st, 2015 from 2:45- 3:45 P.M.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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