

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**03M185**

**School Name:**

**P.S. 185 - THE EARLY CHILDHOOD DISCOVERY AND DESIGN MAGNET  
SCHOOL**

**Principal:**

**JANE MURPHY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Early Childhood Discovery Design  
Magnet School School Number (DBN): 03M185

Grades Served: Prekindergarten - 2

School Address: 20 West 112<sup>th</sup> Street New York, NY 10026

Phone Number: 212-534-7490 Fax: 212-831-8613

School Contact Person: Jane Murphy Email Address: Jmurphy32@schools.nyc.gov

Principal: Jane Murphy

UFT Chapter Leader: TBD

Parents' Association President: Talesha Woods

SLT Chairperson: Renee' Pearson

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Melissa Chu

Student Representative(s):

**District Information**

District: 03 Superintendent: Ilene Altschul

Superintendent's Office Address: 154 West 93<sup>rd</sup> Street Room 122 New York, NY 10025

Superintendent's Email Address: ialtsch@schools.nyc.gov

Phone Number: 212-678-5857 Fax: 212-356-7567

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu

Director's Office Address: 333 Seventh Avenue 8<sup>th</sup> Floor New York, NY

Director's Email Address: ychu@schools.nyc.gov

Phone Number: 646-470-0721 Fax: 919-339-1765

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Jane Murphy	*Principal or Designee	
TBD	*UFT Chapter Leader or Designee	
Talisha Woods	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melissa Malewitz Chu	Member/Secretary/Parent	
Rene Pearson	Member/Chairperson/Teacher	
Bernice Moorehouse	Member/ Parent	
Jocelyn Phillips	Member/ Teacher	
Cara Sclafani	Member/ Parent	
Veronica McCutchen	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kimberley Marshall	Member/ Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Early Childhood Discovery and Design Magnet School serves approximately 250 bright and eager learners in grades PK through 2. Our school theme is 'pre-engineering' and robotics. Our mission is to create and sustain an enriched learning environment that ensures each child reaches a high level of achievement, based on the Common Core standards and the New York State Prekindergarten Foundation for the Common Core. We commit to creating and sustaining a comprehensive system of support to assure this outcome.

It is our vision that children who attend our school will learn to love learning, to understand that they have a place in the world and an important contribution to make. They will understand that all learning is a process. They will be flexible, resilient and creative thinkers, who are able to work collaboratively and solve problems.

To serve this end, our school has a special focus on the arts. Students in our school engage in dance, vocal music, piano keyboard, and visual arts each week. The visual arts program is part of a partnership with the Center for Arts Education. Second graders additionally engage in media arts instruction including stop motion animation and photography through a partnership with Magic Box Productions.

Early Childhood Discovery and Design Magnet School (ECDD) engages students in pro-active social and emotional learning through our Positive Behavior Intervention Supports program. Our four 'B's' (Be Kind, Be Safe, Be Helpful, and Be Ready) help to establish behavioral norms and shared expectations for the school community. Special accomplishments based on our four 'B's' are celebrated at our monthly "Bee" rallies.

The elements of the Framework for Great Schools in which our school made the most progress over the past year are "Strong Family Ties" and "Supportive Environment". The key areas for focus for this year are Collaborative Teachers and Rigorous Instruction and developing strong bonds of trust through Effective Leadership.

### 03M185 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K ,01,02	Total Enrollment	256	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.1%	% Attendance Rate		89.9%
% Free Lunch	88.4%	% Reduced Lunch		4.0%
% Limited English Proficient	7.1%	% Students with Disabilities		15.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.7%	% Black or African American		58.5%
% Hispanic or Latino	32.6%	% Asian or Native Hawaiian/Pacific Islander		3.6%
% White	1.8%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As the 2014 – 15 school year concluded, we conducted a comprehensive review of our schools educational programs. Information was gathered using quantitative and qualitative data to determine our strengths and needs for the Framework element RIGOROUS INSTRUCTION. We used the most recent Principal Performance Reviews, curricular unit tests, benchmark assessments and teacher professional ratings in the ADVANCE system.

#### **Strengths:**

Principal Performance Reviews 2014-15

"Administrative team supports the development of teachers through observations, actionable feedback and well-aligned professional learning to elevate school-wide instructional practices."

"School leader purposefully uses resources and makes organizational decisions with structured team meetings to support the instructional goals toward improving teacher practices and increasing student achievement".

#### **Student Data**

**Student growth determined by the assessment "Measures of Student Learning" administered at the beginning and end of the year was between 50 and 60% growth averages for each grade.**

#### **Needs:**

Principal Performance Reviews 2014-15

"Across classrooms, teaching practices reflect the beliefs informed by the Danielson framework. However, enhance teaching practices to ensure that appropriate scaffolds and supports are in place so that all learners are engaged in challenging tasks and discussions."

"Develop teaching practices to ensure that all learners are provided supports into the curricula and discussions and work products reflect high levels of students thinking."

Student Data:

Of the 154 students assessed in grades K- 2, 16 students who began the year in the bottom quartile remained at 'yellow' or 'red' levels and did not advance into levels considered proficient. Of the 154 students assessed, ten went from proficient to approaching proficient from the beginning of the year to the end of the year.

**ADVANCE Data:**

September – June aggregated data for teacher effectiveness in “Engaging Students in Learning” was 52%. It was the second lowest rated component school wide.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school-wide average proficiency on component 3c (Engaging Students in Learning) on the Danielson Framework will increase by 5% by teachers and administrators collaboratively developing improved strategies and structures for engaging students in appropriately challenging learning activities.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"><li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li><li>• 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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li></ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
RESEARCH BASED INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none"><li>• Teachers teams from June will present grade specific data at school wide meetings. These data will be used with teacher performance data and teacher preference surveys to establish courses of study for teacher learning.</li><li>• Teaching staff will research and develop strategies for building community and engagement in the classroom including those in the RESPONSIVE CLASSROOM curriculum. (Morning meeting, Rules in school, First six weeks of school)</li><li>• "Engaging students in Learning" will be developed as the instructional focus and professional learning will be</li></ul>	Teachers	JUNE-SEPTEMBER  October- June	School Leaders, Teacher Leaders, Teachers

<p>collaboratively designed to address engagement strategies including instructional planning and differentiation based on identified student needs. This will provide appropriate levels of challenge for subgroups of students. Teachers and administrators will meet monthly to review data in vertical teams.</p> <ul style="list-style-type: none"> <li>• Support for specific teaching strategies and materials for specific curricula to ensure engagement including conferring, guided reading, and mini-lessons.</li> </ul>			
<p><b>STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, AND OTHER HIGH-NEED SUBGROUPS</b></p> <p>Monthly progress checks for all students with identified disabilities, students who are learning English as a second language, and students who are repeating or who have ever repeated a grade.</p>	<p>Special Education Teachers, ELL teachers</p>	<p>Ongoing</p>	<p>Teachers, ESL and SpEd teachers with support from teacher leaders</p>
<p><b>STRATEGIES TO INCREASE PARENT INVOLVEMENT AND ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Specific events focused on students engagement will be planned through out the year, including monthly Principal Chats, monthly Children at Work events in which families observe and/or participate with children in the classroom, and Family Fun Nights focused on core content learning through the arts.</li> </ul>	<p>Teachers, Families, School Leaders</p>	<p>Ongoing</p>	<p>School Leaders, Teachers, SLT Members and PTA committees.</p>
<p><b>ACTIVITIES THAT SPECIFICALLY ADDRESS THE CAPACITY FRAMEWORK ELEMENT OF TRUST</b></p> <p>The School Leadership Team, with members from each constituent group, will monitor progress of this goal.</p> <p>Teacher leaders will participate in planning professional learning as members of the instructional cabinet.</p> <p>Families will be kept informed through school events and quarterly newsletters.</p>	<p>Teachers, Families, School Leaders</p>	<p>Ongoing</p>	<p>School Leaders, Teachers, and SLT Members.</p>

Teachers and administrators will complete a minimum of five instructional rounds to monitor progress toward these goals and provide feedback to the staff and School Leadership Team.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Educational Consultants and an F-status part time academic coach will provide ongoing learning support to develop teacher leaders and support teachers.
- Teachers will be provided with resources including published texts, updated curriculum materials, and supplies to support this work.
- Internet resources that are readily available at no cost will be utilized, including Engage NY. Per Diem funds will be used to support job-embedded professional learning and visits to other schools to develop best practices. Per session funds will be used to support teacher development of materials, for data analysis, and common planning.
- Title One Parent Involvement funds will be used to purchase materials for parent workshops.
- NYSTL Funds will be used to purchase instructional materials as appropriate.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>	X	<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
X	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By November 15, 2015 we will establish a baseline of data for teacher practices in engagement.

In February 2016, we will have completed a minimum of two observations for all teachers. ADVANCE data will be reviewed by the SLT and the Instructional Cabinet and shared with teachers. Teachers will plan and revise with administrators as needed to maintain progress toward this goal.

By March 2016 we will have completed a minimum of three observations for all teachers. ADVANCE data will be reviewed by the SLT and the Instructional Cabinet and shared with teachers. Teachers will plan and revise with administrators as needed to maintain progress toward this goal.

By June 2015 we will have completed all observations for all teachers. ADVANCE data will be reviewed by the SLT and the Instructional Cabinet and shared with teachers at a Monday Professional Learning session.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **Strengths:**

Quality Review: "Inquiry-based teacher collaborations align with school goals and promote distributive leadership, resulting in increased instructional capacity and teacher voice in key decision making.

Principal Performance Review: "The majority of teachers are engaged in professional collaborations with emphasis on consistent analysis of student work and assessment data resulting in progress towards goals for groups of students." On the 2014-15 Learning Environment survey, 100% of teachers agreed with the statement: "teachers design instructional programs together." 95% of teachers agreed with the statement, "The school has well-defined learning expectations for all students."

#### **Needs:**

**On the 2014-15 Learning Environment Survey, only 84% of teachers agreed with the statement, "Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels"**

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Grade 2 teachers will use an inquiry approach to collaboratively analyze student work related to standard 2.OA, Operations and Algebraic Thinking, resulting in a 5% increase in grade-average scores for Go Math units related to that standard .

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>RESEARCH BASED PROGRAMS AND STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• An analysis of appropriate time allotments for each math standard will be made and curriculum calendars will be adjusted accordingly.</li> <li>• Supplemental curriculum will be adopted to strengthen number sense.</li> <li>• A consultant will be hired to work with teachers throughout the year to organize and prioritize work in key math standards.</li> <li>• Base line assessments for grades 1 and 2 will be completed and analyzed by October 15th, 2015. Units that focus on the targeted standards will be analyzed and supplemented as needed, according to assessment data.</li> <li>• Unit tests will be administered and analyzed by teacher teams. Unit test data that focus on Operations and Algebraic Thinking will be shared school wide.</li> <li>• The Instructional Cabinet and other vertical teams will monitor progress of the goal by reviewing data. Teacher leaders working in vertical teams will make adjustments in the curriculum calendar and pacing to insure this goal is met.</li> </ul>	<p>teachers and students</p> <p>students</p> <p>students</p>	<p>June- Sept.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Math Consultant, administrators, teacher leaders, classroom teachers</p>
<p><b>STRATEGIES TO ADDRESS THE NEEDS OF ALL STUDENTS INCLUDING THOSE WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS AND OTHER AT-RISK SUB-GROUPS</b></p> <ul style="list-style-type: none"> <li>• Reporting forms that specifically monitor progress of the lowest quartile, ENL's, SWD's and students who are currently or have ever repeated a grade will be monitored separately from the whole class data by the teacher teams, School Leadership Team and the Instructional Cabinet. Adjustments</li> </ul>	<p>SWD's, ENL's, other 'at risk' subgroups</p>	<p>November - June</p>	<p>Math Task Force Team members (vertical teacher team), administrators and coach and consultants</p>

to grouping, UDL strategies, differentiation, and other supports will be ongoing.			
<p><b>ENGAGING FAMILIES AND SUPPORTING THEIR UNDERSTANDING OF SUPPORTIVE ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>Teachers will offer parent support sessions for mathematics weekly throughout January and February in the family engagement time on Tuesday afternoons.</li> </ul>	Children and Families	Ongoing Sept. - June	Parent Coordinator, Teachers, Administrators
<p><b>ACTIVITIES THAT SPECIFICALLY ADDRESS THE CAPACITY FRAMEWORK ELEMENT OF TRUST</b></p> <ul style="list-style-type: none"> <li>Teacher teams will meet twice each month to engage in inquiry style work. Teacher teams will maintain binders and these binders will be reviewed by the Math Task Force (a vertical teacher team) and by the Instructional Cabinet.</li> </ul>	Teachers, teacher leaders	Ongoing November June	Teachers, teacher leaders and administrators.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Consultant for Mathematics, Number Talks, Per Diem substitute teachers for school day support, per session money for planning sessions.										
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The School Leadership Team and the Instructional Cabinet will monitor progress for this goal by reviewing data from unit mid-chapter and unit tests and by reviewing Inquiry binders. The Math Task Force (a vertical teacher team) will review all math data monthly.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who fall below anticipated benchmark as per the Teachers College (TCRWP) Benchmark levels	Tier I is provided in the classroom by the classroom teacher using Tier I curricular materials from the reading and phonics program. Tier II and III interventions involve use of parallel curricular materials specifically for intervention.	Tier I - small group 4-12 students  Tier II 1-6 students in a small group  Tier III 1-3 students in a small group  Tier II and III services delivered by special education teachers	During the school day
<b>Mathematics</b>	Students who do not demonstrate mastery of day to day assignments and/or who score below proficiency cuts on chapter pre-requisite assessments will participate in Tier I interventions. Persistent failure to meet the standards or significant delays surfaced in assessments will initiate Tier II services. Failure to respond to the intervention in Tier II over 8 weeks will initiate Tier III services.	Intervention for Tiers I, II and III are included in the Go Math! curricular package.	All services are provided in the classroom by the teacher in small group or 1:1.	During the school day
<b>Science</b>	Content knowledge and skills acquisition are assessed through daily work and special tasks.	Tier I and II services are provided in small group instruction and in reading and writing periods with	All services are provided in the classroom by the teacher in small group or 1:1.	During the school day

	Students who demonstrate delays on these measures will be identified for intervention services.	a focus on science content.		
<b>Social Studies</b>	Content knowledge and skills acquisition are assessed through daily work and special tasks. Students who demonstrate delays on these measures will be identified for intervention services.	Tier I and II services are provided in small group instruction and in reading and writing periods with a focus on social studies content.	All services are provided in the classroom by the teacher in small group or 1:1.	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services for social / emotional support are provided by the guidance counselor and school psychologist as per teacher anecdotal information and incident reports.	Push-in or Pull out support	Small group or 1:1	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>

### 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.
To insure that we retain and continue to attract highly qualified professionals we provide all staff robust in-service professional learning experiences. This is supported by in-house and external staff development. Teachers also have opportunities to develop leadership skills by participating on committees, leading a grade team or other teacher-led team and planning school-wide parent outreach initiatives.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We use the Danielson Rubric to define effective practice and are using it to identify professional development needs of teachers. Teachers receive formative and summative feedback on the rubric with specific next steps and commendations. The school works with outside consultants to insure teachers are engaged in the highest quality professional learning in reading, writing, math and engineering.

### 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.).

Pre-Kindergarten teachers participate with the staff in many professional learning experiences, including as peer observers for instructional rounds in K- 2 and in school wide data reviews. Themes and units of study frequently progress through the grades at our school, building upon the learning of the previous grade. This is accomplished through peer led unit reviews and through PK- 2 grade team leader meetings in which curricula is mapped and developed.

**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.

Teachers review a variety of assessment tools offered as part of curricular materials or benchmarking and identify those that are most pertinent for their grade and students. For instance, four reading benchmarking assessments are completed each year. Teachers select the 4-6 subtests (out of more than 20 available) that will provide the most meaningful information for their students. Teachers participate in data meetings with school leaders as a method of professional development, in which subgroups are identified and patterns and trends for individual students, subgroups, the class and grade are determined.

**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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	115,992.00	X	13, 17, 22
Title II, Part A	Federal	127,793.00	X	13, 17, 22
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,231,622.00	X	13, 17, 22

### **<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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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#### **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum aligned to the Common Core State Standards and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- parents participating in monthly classroom involvement activities called Children –At- Work. These are 50 minute periods held at the beginning of the school day in which they observe and participate in lessons alongside their child. A minimum of two Children-At- Work sessions will focus on reading instruction using the Journeys program.
- Providing opportunities for parents to participate in our monthly Principal's Chat to help them understand the educational accountability grade- level curriculum, assessment expectations and student proficiency levels.
- facilitating parent trainings on supporting good reading habits at home and adult literacy by parent coordinator.
- providing individual progress data to parents four times during the year through quarterly progress reports.
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and goals.
- distributing Parent Hand Book at Open School Night in September informing parents about school hours, important dates and programs.
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**ECDD School-Parent Compact**

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

### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>185</b>
School Name <b>Early Childhood Discovery and Design</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Jane Murphy</b>	Assistant Principal <b>Nicolas Cracco</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>James Mort</b>	School Counselor <b>Michelle Guerin</b>
Teacher/Subject Area <b>Carla Middough</b>	Parent <b>Taleshia Woods</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Monika Vargas</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Ilene Altschul</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	185	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	19	<b>Newcomers</b> (ELLs receiving service 0-3 years)	17	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	17		2	2		2				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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	2	7	3											0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	1	3											0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)			1											0
<b>Emerging</b> (Low Intermediate)	1	2												0
<b>Transitioning</b> (High Intermediate)		1	1											0
<b>Expanding</b> (Advanced)	4	4	3											0
<b>Commanding</b> (Proficient)		1	1											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	2											0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 PS 185 ECDD uses Fountas and Pinnell Tracking System to assess the literacy skills of ELL students. These assessments are administered four times a year. ECDD keeps comprehensive records of students' reading levels across grade levels. This helps the school compare the results across grades K-2 to monitor progress. We also use one-to-one conferencing in reading and writing to keep track of the student's literacy progress and set goals. We analyze students' data in our inquiry meetings to help us identify the literacy needs of our students
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data from the 2014-2015 NYSESLAT reveals that our students traditionally do well in the speaking and listening portion of the NYSESLAT and that the weakest modality is writing. Writing is a focus for the ELL population for the 2015-2016 school year. Students who remain at the Intermediate level on the NYSESLAT tend to be at that level because of deficits in the Reading and/or Writing modalities. The data shows that students tend to reach proficiency in Speaking and Listening first. We use the data from the NYSESLAT to focus ESL instruction in order for the ELL students to achieve grade-level proficiency in all language modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We use information from the AMAO Tool to see which students are at risk and why. Currently we have 13 students at risk level 1, two of which are ELLs. We see that the factors contributing to this include being overage and having been heldover. From 2014 to 2015, our students scored lower in each of the subcomponents of the NYSESLAT. We account for this decrease due to the 2015 having an unfamiliar format that was aligned to the common core. We will be adjusting our curriculum to respond to these changes and expect to see increases in each of subcomponents of the NYSESLAT in the following year as they will be compared to a more similar test.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. Aside from the Spanish LAB, our students take their tests in English. Native language supports, such as a bilingual dictionary or interpretation services, are offered when appropriate. Since we do not offer Bilingual or Dual Language programs, our students do not take tests in their home language. Within each grade, 50% of our ELLs are on grade level according to the F&P assessment at the end of each year.

B. We do not use the ELL periodic assessments as students are assessed in a variety of other ways throughout the school year. We use the Fountas and Pinnell Reading Tracking System to help group students for small group literacy instruction. Many of our ELLs are also a part of the RtI program

C. The F & P periodic assessments give us information about progress in reading comprehension.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

We use a variety of assessments, including Fountas and Pinnell Benchmark Assessment and RtI assessment in order to group all students, including ELL students based on individual needs. With this information we determine which students may need Tier 2 and which students may need Tier 3 RtI. These needs are reassessed each cycle to ensure progress and appropriate placement of students.

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

ENL class groupings and ENL lessons are designed to provide focused support to ENL students based on their current needs and English language development. Data is collected from the NYSESLAT tests, teacher-created assessments and end of unit Journey's assessments. The ENL teacher uses this information to create lessons to address the current needs of students. Lessons and groupings are differentiated so that all students' needs are met.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

ECDD evaluates the success of the ELL program by monitoring the progress that the ELL students make each year. The NYSESLAT offers insight on how they are progressing in each of the 4 modalities. The RLAT is particularly helpful as it includes scores from the past 3 years. This helps us see whether or not there has been continued progress. The raw scores help us see if the students are making steady progress or if there is a lag in one or more of the language modalities. The ENL teacher collaborates with the classroom teachers in order for them to design lessons and teach learning strategies for students lagging behind in any of the language modalities. For example, a student that needs to move in Listening will receive additional coaching in that modality. Classroom teachers are taught teaching strategies to help students build on the student's comprehensible input. Scaffolds are used to increase comprehensible input as a support mechanism in the various modalities.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At ECDD we use the New York State LEP/ELL identification process to determine a child's home language. All new admits fill out the HLIS form with the assistance of a licensed pedagogue familiar with the process, often the ENL teacher (James Mort) or Assistant Principal (Nicolas Cracco). This form along with an interview with the parents and child helps determine the home-language. Students with a home language other than English are administered the NYSITELL to determine language proficiency. Spanish speaking students also take the Spanish LAB to help determine language dominance. Spanish speaking parents and students have a Spanish speaking translator available to them during the intake process. There are many families in our school who speak lower incidence languages that are available to help translate as well. These tests are administered during the first 10 days of enrollment. ELL students who enter the school with an IEP are considered for ELAND. Additionally, students with special needs are assessed for RtI. Based on those results they are provided with Tier 1, 2 or 3 instruction in a small group for additional support. Beginning and Intermediate (Entering --> Transitioning) students receive 360 minutes of ENL per week, expanding students receive 180 minutes of services and students that are commanding receive 90 minutes of integrated ENL service per week.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Since we service students in grade Pre-K - 2 we do not, by definition, have any SIFE students.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
When a student with an IEP is newly enrolled and has a home language other than English we follow the protocol from the ELL Policy Reference Guide May 2015. First we form a Language Proficiency Team, which includes the ENL teacher; James Mort, the Assistant Principal; Nicolas Cracco, Parent/Guardian, and the IEP teacher; Sydonie Roberts. That team reviews the evidence of the student's English language development to determine whether or not that student should take the NYSITELL. If the team recommends that the student should take the NYSITELL we use that exam result to determine ELL status. If the team reaches the decision that the NYSITELL is not appropriate for that student the recommendation is sent to the principal for review. If she is in agreement the decision is then sent to the superintendent for final review. If the superintendent also agrees the student will not take the NYSITELL and the parent is notified. If the principal or the superintendent disagree with the LPT decision the ELL Identification Process will continue as will all students. The timeline for the review of a newly enrolled student with an IEP occurs within 20 school days. When necessary we utilize the translation and interpretation department for written and spoken translation needs.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Entitlement letters are sent home as soon as possible after the NYSITELL has been scanned. Entitlement letters are written in the preferred language. Since the scores come back immediately there is no delay in knowing which students are entitled or not. These letters are mailed out before September 15<sup>th</sup>. The ENL teacher prepares the letters based on the student proficiency levels and sends them to parents with the Assistant Principal's approval. Letters are kept on file in the ENL classroom locked up.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
This is a new policy which offers some relief from the finality of the Initial ELL Identification Process. In order for parents to understand they have the option to appeal an ELL status determination we will add to the end of Entitlement and Non-Entitlement letters "If you believe that this determination is inaccurate please send a written request to the school for re-evaluation." This option will also be shared with parents during the parent orientation and viewing of the ELL Parent Orientation Video which is conducted by the ENL teacher. Entitlement letters are written in the preferred language. The ENL teacher keeps the letters in a file in the classroom.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
The ENL teacher meets with ELL parents during a parent orientation to show the orientation video and answer any questions. We utilize translating/interpretation services when necessary. This meeting takes place within 5 school days of enrollment. At this time the Parent Survey/Appendix D is also shared with the family so that any questions about it can be answered in a timely manner. If parents have questions that the ENL teacher cannot answer the Parent Coordinator, Monika Vargas, is also available for consultation.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parent Surveys are generally completed at the same time as the orientation meetings. The parent orientation video is offered in parents' preferred language and the ENL teacher answers any questions that parents may have. Following the video and answering any questions, parents complete the Program Selection/Appendix D which is also available in parents' preferred language. The results from the Program Selection are entered into the ELPC screen in ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If there are surveys that are incomplete or not returned we contact those parents immediately to have a completed and accurate survey in the building. The ENL teacher repeatedly reaches out to parents to attend an information session, watch the video and parents complete the Parent Survey and Program Selection before they leave the meeting. If parents have any additional questions we are available to answer them and utilize Translation Services over the phone if necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the ENL teacher meets with ELL parents to discuss parent survey and program selection, parents select their choice and are then given a placement parent notification letter by the ENL teacher, in the parents' preferred language, stating which program their child has been placed into. If parents have questions, they can reach out to the ENL teacher or the Parent Coordinator, Monika Vargas.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The HLIS forms are put in the students' cumulative files by the Parent Coordinator, Monika Vargas. The entitlement/non-entitlement letters are kept in a binder that is kept in a locked cabinet which is managed by the ENL teacher. All other letters that are sent home are copied and kept on file in a binder in the ENL classroom.

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

The NYSESLAT test is administered each spring beginning in April. The ENL teacher, James Mort, administers each section of the test to all students required to take it. The RLER report from ATS is used to determine which students are eligible for the exam. Students are tested by grade and all prescribed testing modifications are given to students with IEPs. In accordance with the testing memo, certain sections of the test (e.g. speaking, scoring of the writing section) are administered by a teacher who is not the students' ENL teacher. This teacher is an F-Status teacher, Marilyn Tortoledo, with knowledge and past experience of the NYSESLAT exam. The schedule is created by the ENL teacher allowing for make-up sessions within the administration window. Once all sections of the NYSESLAT have been administered the exams are packed as per state requirements the answer grids are submitted to the Assessment Implementation Director (AID) at the Borough Assessment Office and the booklets are shipped back to Metritech.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement and Transitional support Parent notification letters are mailed home in the fall by the Assistant Principal, Nicolas Cracco, after the previous spring's NYSESLAT results are returned to the school. At the beginning of the fall term the data is analyzed by the ENL teacher to determine groupings and progression by students. At this time, continued entitlement and transition letters are generated and mailed out to parents by the Assistant Principal. Translated copies of these letters are available in parents' preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

The organizational model of ECDD ENL program is designed to meet the needs of all students. The ENL teacher pulls out groups of entering (beginner) and emerging (low-intermediate) students to deliver ENL lessons driven by students' areas of greatest needs and aligned to the grade level curriculum. The ENL teacher uses the NYSESLAT scores as a guide, but also uses his own assessments and observations in order to group the students appropriately. During these periods the ENL teacher focuses on vocabulary development, language skills and literacy strategies designed to help students quickly reach proficiency in the four modalities. Transitioning, Expanding, and Commanding students receive integrated service in their classroom for the mandated amount of time. In their classrooms, ENL students are grouped by proficiency in order for the ENL teacher to offer focused reading/writing instruction to those students.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

A comprehensive schedule is developed in the beginning of the school year with the mandated minutes of instruction required by the ELL population. All service providers in the school, including the ENL teacher, create a schedule that meets the needs of the students with the least amount of disruption of the student's program. Entering and Emerging level students receive ESL instruction (360 min/wk). 180 minutes are delivered in a Stand Alone setting and 180 minutes are integrated. Transitioning and Expanding students receive 180 minutes of integrated ENL and Commanding students also receive at least 90 minutes of integrated ENL for 2 years after reaching that level. Student attendance is taken and monitored by the ENL teacher.

3. Describe how core content is delivered in each program model. 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.

Within the integrated program, core content is delivered side-by-side by a common branch teacher and an ENL teacher. This instruction is delivered in English to all students with supports for ELL students such as word banks, vocabulary lists, picture support, and specific strategy lessons delivered by the ENL teacher. The common branch and ENL ensure that each lesson is aligned to the CCLS and grade level curriculum. Other instructional techniques are learned and refined in workshops with the borough.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since ELLs in the ENL program do not receive native language instruction we do not evaluate their native language throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher evaluates students writing in a variety of writing assignments given throughout the year. She also collaborates with the classroom teacher and collects information about the students' strengths and weaknesses in writing. This information is used to drive future instruction. Reading is evaluated formally with the Fountas and Pinnell Reading Tracking system four times a year. Oral reading skills, reading comprehension and listening skills are also assessed, informally, during classroom observations throughout the year. Speaking is also assessed using the SOLOM matrix as the teacher observes student interaction with each other. The ESL teacher practices listening skills throughout the year by giving students increasingly difficult tasks with oral instructions.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

Differentiated instruction for ELL subgroups

  - a. There are no SIFE students at our school. We are Pre-k to 2nd grade school.
  - b. Newcomer ELLs (0-3 years of service) are generally in the Beginner or Intermediate group that meets 8 times a week for focused ENL instruction. Their lessons focus on vocabulary building, phonemic awareness, and turning oral language skills into written language skills.
  - c. ELLs with 4-6 years of service are served as per their mandated minutes prescribed by the NYSESLAT and state requirements. Their progress is monitored to ensure that they are progressing as expected in all 4 modalities. If there is evidence of lagging behind on their RNMR and/or RLAT printouts those areas are addressed by the ESL teacher in one-to-one conferences. Individualized and differentiated instruction is provided as needed.
  - d. There are no Long terms ELLs in the school. We are Pre-K –Second grade school.
  - e. Former ELLs continue to receive support through integrated ENL classes 90 minutes a week for 2 years after reaching proficiency.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

If a student is re-identified as either an ELL or non-ELL their progress will be monitored by the classroom teacher (non-ELL) or both the classroom teacher and the ENL teacher (ELL) to ensure that the reidentification does not negatively affect this student.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL students with special needs are given the support they require according to their IEPs along with the ELL instruction based on their proficiency level. The ENL teacher is present at all of these students' IEP meetings in order to assist and make recommendations with the team. This instruction includes word banks, vocabulary lists, picture support, and specific strategy lessons delivered by the ENL and Special Education teacher. Other instructional techniques are learned and refined in workshops with the borough.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

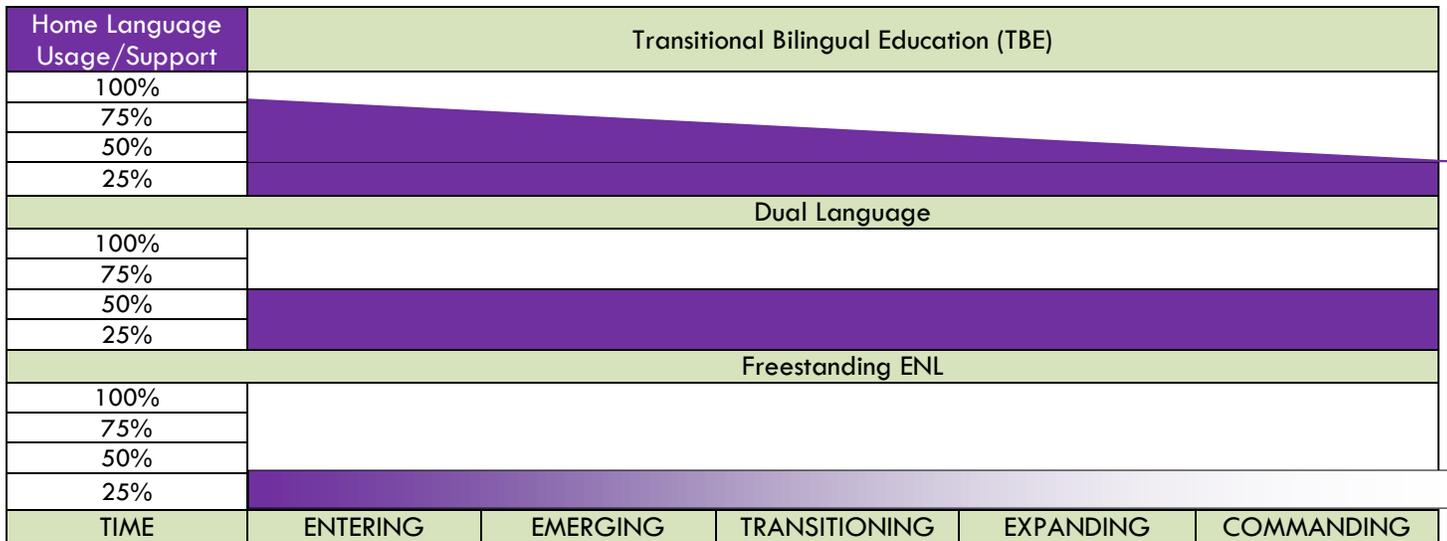


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We are using Benchmark assessment to identify students needing targeting intervention programs. This program is currently offered in English. Using the results of this assessment we group students into tier I, tier II, or tier III intervention services. These services are provided in English. In mathematics, the GO Math! curriculum provides teachers with tier I, tier II, tier III, and specific ELL strategies in each lesson throughout the unit. For ELLs, word problems is the greatest area of need in mathematics and we support ELLs by having students talk about the problems, create mental images of the problem, and model their thinking with manipulatives. Teachers also discuss homonyms, words which have the same spelling but have different means, specific to the content area. Social Studies and Science curriculum are integrated and taught during the core content areas where the ENL teacher uses hands-on material so that students with lower language proficiency can continue to access the content. Language skills are taught through these content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
2 out of 16 students from 2014-2015 achieved commanding proficiency on the 2015 NYSESLAT. In Kindergarten and 1st grade, 50% of our ELL students reached reading proficiency according to the end of year F&P Benchmark assessment. For our 2nd graders, 67% of our ELL students reached reading proficiency according to the end of year F&P Benchmark assessment. In terms of content, our ELL students compare similarly to our non-ELL students. Many of our ELL students receive 3s on their report cards in Mathematics, Social Studies, and Science. This is attributed to their strengths in listening and speaking skills as exhibited on the NYSESLAT exam.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming year, based on the recommendations from CR-154, we will be servicing students with the integrated model. This is an improvement on last year's pull-out model as students will have less interruption from their regular schedule. Also, the ENL supports will be delivered within the class specific curriculum.
13. What programs/services for ELLs will be discontinued and why?  
No programs/services for ELLs will be discontinued. We have decreased our stand alone sessions and those will only be provided to students that are classified as Entering and Emerging.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are invited to all school programs and they are provided appropriate support as needed. All ELLs attend music, dance and engineering classes 5 days per week. Music helps support the ELLs in listening skills through songs and chants. They learn about different cultural instruments and songs. The students are exposed to music vocabulary and actions through fingerplays enhancing language acquisition. Dance class offers them opportunities to strengthened their listening skills as they listen to words and to create their own interpretive movements. Students learning English can experience new words and build on their second language as they engage in physical activity through TPR (Total Physical Response). Engineering class offers students hands-on abilities to express their learning and access new content.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
All of our classrooms have leveled libraries, SMART Boards, computers, laptops, iPads and document camera readers. Smartboards are used to accommodate different learning styles. All forms of media— videos, photographs, graphs, maps, illustrations, games, etc. can be used on the board, scaffolding the learning process for ELLs. This expands the range of content that can be use for teaching or presenting new information. All ELL students are provided opportunities to use RAZ-Kids, an online guided reading program with interactive ebooks, downloadable books, and reading quizzes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We only provided an ENL program. Home language support is provided with bilingual dictionaries and books. Parents are encouraged to read and discuss academic content in their home language with their children as this content will help build English language skills and content understanding.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Students in each grade level are assessed using formative and summative assessments to help inform next instructional steps to meet the student's needs. For example, Fountas and Pinnel, a one-to-one assessment, help match students to their instructional and independent reading level. ELL needing additional support are offered RTI (response to intervention) through small groups instruction. Additional support in early literacy skills are offered to struggling readers to target their strengths and weaknesses and meet their improvement goals. These supports are aligned to their specific needs, ages and proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students do not generally come to school before the school year begins. When they do, our Parent Coordinator, Monika Vargas, will meet incoming students, some of which are ELLs, and enroll each family for the upcoming year. We understand that these students need consistent language instruction, especially in their first couple of years in the country, in order to achieve the highest level of English fluency; therefore, ELL students are always invited to participate in all programs offered by our school. Our Dance, Music and Engineering teachers are in charge of our PBIS program, student of the month ceremony and performances which all ELL students participate in.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. Professional Development for the ENL teacher is provided by the Bourough field Support Office. Their workshops are usually led by Fanny Castro, among others. The ENL teacher also participates in other Professional Development series offered by the Department of ELLs and then turnkeys this information to all teachers in our school. Common branch teachers are provided job-embedded professional development by the ENL teacher during regularly scheduled grade level meetings and during contractual Monday PD sessions.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to meet the 15% of ENL PD required for classroom teachers, the ENL teacher delivers ELL PD at various sessions throughout the year. This happens during staff development and other after school sessions. All classroom teachers are present at these sessions in order to acquire a variety of ELL teaching strategies. The topics of these PDs are determined by student needs and teacher observations and requests. Attendance is taken in all sessions and copies are maintained in a binder.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Families of ELLs are entitled to an annual one-on-one meeting to discuss the goals and language development needs of their child. This is in addition to their regular parent-teacher conferences. We plan this meeting around the midway point of the school year (January) so that the timing keeps it separate from the other conferences. At this point in the year the teachers are very familiar with students' individual needs and can explain to parents how their children are progressing through the school year. We can provide a majority of translation/interpretation needs in house but if parents need translation in other languages we utilize the over-the-phone interpretation service available through the DOE Translation and Interpretation Department.

### 2. (Below)

The attendance records for these meetings are kept on sign-in sheets, created by the parent coordinator, that gather the students name, parent signature, and the best/most up-to-date telephone number and/or email address. These sign-in sheets are kept on file in the ENL classroom.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are a welcome and important part of our school community. We include all parents in every activity and when necessary provide translation/interpretation services, either through the DOE service or staff/parent volunteers.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school partners with the local library for reinforcing reading at home.  
Learning Leaders trains parents to be volunteers in the school.  
Through Cool Culture, parents are offered opportunities to visit more than 90 museums in the city throughout the year.

5. How do you evaluate the needs of the parents?  
Surveys are sent out at the beginning of the school year. Also, during "Children at Work" and parent discussion groups we ask parents to fill out evaluations to be able to understand where else they might require help. In addition, parent needs are evaluated on an ongoing basis. When ELL parents have a concern they can speak directly with the principal, AP, ENL teacher or any other faculty member. They can also utilize Translation/interpretation services when necessary.

6. How do your parental involvement activities address the needs of the parents?  
Parent letters, newsletters and calendars are sent by Parent Coordinator to NYC Department of Education for translation. Most parent letters are translated by Parent coordinator and ENL teacher, both are fluent in Spanish. Parent Coordinator conducts workshops in Spanish and schedules conference calls for parent meetings in their preferred language. During parent orientation, parent coordinator distributes parent surveys and offers support to parents in the completion of the parent survey and program selection along with the ENL teacher.

The following activities are available for parents to participate:

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

#### **D. Additional Information**

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

N/A

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jane Murphy	Principal		10/19/15
Nicolas Cracco	Assistant Principal		10/19/15
Monika Vargas	Parent Coordinator		10/19/15
James Mort	ENL/Bilingual Teacher		10/19/15
Taleshia Woods	Parent		10/19/15
Carla Middough	Teacher/Subject Area		10/19/15
	Teacher/Subject Area		10/19/15
	Coach		10/19/15
	Coach		10/19/15
Michelle Guerin	School Counselor		10/19/15
Ilene Altschul	Superintendent		10/19/15
	Borough Field Support Center Staff Member _____		10/19/15
	Other _____		10/19/15
	Other _____		10/19/15
	Other _____		10/19/15

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 03M185**      **School Name: Discovery and Design Magnet School**  
**Superintendent: Ilene Altschul**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Home Language Identification Survey (HLIS) is administered to all of our incoming students and is reviewed by the ELL coordinator to identify the parents' preferred language of communication in order for us to translate letters and documents appropriately. Based on this data, we can use the T/I Unit's over-the-phone interpretation service during parent teacher conferences and ELL parent meetings when necessary. Additionally, phone conferences can be scheduled with the Parent Coordinator. NYC Department of Education provides translation services for form letters and most written communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

For our school, 19 families prefer Spanish for written and oral communication, 1 family prefers Fulani for written and oral communication and 1 family prefers Wolof for written and oral communication.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates the following information in English and in Spanish: newsletters (Monthly), parent-teacher conference announcements (1 week before each conference, see below for dates), school holidays and breaks (1 week before each scheduled holiday and break).

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school holds four parent-teacher conferences a year with the Parent Coordinator or ENL teacher available to translate for any Spanish speaking parent. These occur during the preset dates determined by the New York City Department of Education (9/17, 11/4-5, 3/2-3, and 5/12). Any interactions that occur during IEP meetings, meetings with the guidance counselor, or informational meetings with teachers can be assisted and translated by the Parent Coordinator or ENL teacher. We also have an additional ELL meeting. Families that speak lower incidence language have the option of using the DOE's T/I Unit's over-the-phone service for interpretation needs. ELL parents will be invited to attend an additional conference with the ENL teacher in January 2016 to discuss student goals and language acquisition progress. The Language Access Coordinator will ensure that parents that prefer languages other than English and Spanish have available to them over the phone interpretation services and parent-facing documents in their preferred language.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Letters will be sent to the Translation and Interpretation Unit for languages other than Spanish at least two weeks before they are needed. Parents will be contacted prior to PTA and teacher conferences for assistance in translation services by the Language Access Coordinator. The Parent Coordinator, ENL teacher and teachers that speak Spanish (E. Gonzalez, C Melendez, B. Meija, M. Duran, and C. Alicea) will be translating for Spanish Speaking families.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Letters will be translated by the DoE Translation and Interpretation Unit and given to them at least two weeks before they are needed. A conference call will be arranged according to the needed language. The Parent Coordinator provides Spanish language translation for written and oral communication.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

This information is reported in the school annual report and at the SLT and PTA meetings. The ENL teacher informs other teachers of the availability of the over the phone translation service and the Language Access Coordinator makes available any phone numbers or documents pertaining to those services.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster is positioned at the front entrance of our school along with the Language ID Guide. The Parents Guide to Language Access is available in the Parent Coordinator's office. The Parents' Bill of Rights is included in our Parent Handbook which is available and given to parents at Parent-Teacher Conferences and other events hosted by our Parent Coordinator. All notification documents can be found at the Translation and Interpretation Unit's intranet site.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school repeatedly requests feedback from the school every month in our "Children at Work" events where parents submit surveys. Additionally, parent surveys are given at Parent-Teacher Conferences

about a variety of services the school offers. Both the ENL teacher and Parent Coordinator talk to parents before and after school, and via the phone to ask parents if they have any questions or concerns related to the quality and availability of services. In addition to the "School Environment Survey" parents this year will answer survey questions about their translation and interpretation services.