

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q306

School Name:

NEW YORK CITY ACADEMY FOR DISCOVERY

Principal:

CHERYL ANN LEONE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: NYC Academy for Discovery – PS 306 School Number (DBN): 27Q306
PK-5
Grades Served: _____
School Address: 95-16 89th Ave, Woodhaven, NY 11421
718-441-2165 718-441-5923
Phone Number: _____ Fax: _____
School Contact Person: Cheryl-Ann Leone Email Address: CLEone8@schools.nyc.gov
Principal: Cheryl-Ann Leone
UFT Chapter Leader: Marianna Hillenbrand
Parents' Association President: Nilmeyda Fulgencio
SLT Chairperson: Jessica Marciano
Carol Toledo
Title I Parent Representative (or Parent Advisory Council Chairperson): Sara Rodriguez
Student Representative(s): None

District Information

District: 27 Superintendent: Mary Barton
82-01 Rockaway Blvd., Queens, NY 11416
Superintendent's Office Address: _____
mbarton@schools.nyc.gov
Superintendent's Email Address: _____
718-642-5770 718-642-5705
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
82-01 Rockaway Blvd., Queens, NY 11416
Director's Office Address: _____

MWilks@schools.nyc.gov

Director's Email Address:

718-642-5855

718-642-5705

Phone Number:

Fax:

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)
Cheryl-Ann Leone	*Principal or Designee	
Marianna Hillenbrand	*UFT Chapter Leader or Designee	
Cindy Perez	*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>	
Robert Albino	CBO Representative, if applicable	
Jessica Marciano	SLT Chairperson/ Assistant Principal	
Pamela Fox	Member/ IEP Teacher	
Jenny Oviedo	Member/Teacher/UFT Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maricelys Cordero	Member/ Parent	
Sasha Peart	Member/ Parent	
Angie Ferrerra	Member/ Parent	

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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

OVERVIEW

Mission

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

Our Definition of Discovery

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

Our Values

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

The New York City Academy for Discovery is a PK-5th grade elementary school located in Woodhaven, Queens. The school is comprised of 467 students, where 71.95% are economically disadvantaged. The school's population consists of 69.16% Hispanic, 15.20% Asian, 4.71% Black, 4.28% White, 3.85% Native American, 1.93% Multi-Racial and 0.86% Hawaiian/Pacific Islander. The student body includes 54.18% males and 45.82% females with 12.42% English Language Learners. Students with disabilities make up 18.63% of the population. The attendance rate year to date is 96.7%.

Our school utilizes a balanced literacy and math workshop model. With the school-wide implementation of the workshop model, we incorporate elements of the many challenging texts that came with the ReadyGen program and focused on specific teaching points and classroom discussions during the reader's workshop. The literacy block for all K-5 students includes word study, shared reading/close reading, read aloud, independent reading, guided reading, and writer's workshop. During independent reading teachers meet with small groups to provide RtI/Tier II intervention and facilitate literacy centers (K-2) or literacy stations (3-5). During centers, students collaborate with classmates to build fluency and understanding, working on skills previously taught. Last year, we used the GoMath program with much success. Teachers applied the balanced math approach within the 90-minute math block as well. Balanced math consists of homework review, problem of the day, connection, teach, independent practice, small group work (RtI/Tier II for math intervention), reflection and share. A large focus this year is incorporating the mathematical practices to develop mathematical thinking. During small group work, teachers use questions based on the practices to enhance student engagement and maximize critical thinking within the content. This change in delivery of instruction was well received by teachers as evidenced by an increase in effective and highly effective instruction during informal and formal observations for *The Danielson Framework for Teaching Domain 3: Instruction*. As we continue this work during the

2015-16 school year, we are confident we will see progress in our NYS ELA and Math scores. In April of 2015, 21.8% of students who took the ELA and 38% of students who took the math received a three or higher.

In order to continue to promote student understanding of the text as identified in the SLT Needs Assessment in April 2015, we have designated and RtI period in the schedule each day. Guided reading and RtI for all grades occurs second period. In order support students in grades 4 through 5, identified in need of RtI Tier II and III services as indicated by the 2015 NYS ELA exam, we have created an RtI period in the schedule for cluster teachers. Cluster teachers are assigned a class that they will work with throughout the year, providing small group instruction to a designated group of students. Last year, cluster teachers received training on providing academic intervention to students. They will continue to receive professional learning this year.

Our Special Education Team lead by school administrators and our IEP teacher meet monthly to discuss the successes and needs of our students with disabilities (SWD) and our special education program. We will have three self-contained bridge classes (K-1, 2-3, &43-5) and one ICT class on each grade from Kindergarten through fifth grade. We actively monitor the academic progress of the students in this program, adjusting IEPs to better meet the academic and social-emotional needs of our students. The number of ICT students who received a 3 or higher on the ELA increased from 18.2% in 2014 to 21.7% in 2015. However, the number of ICT students for the same measure in math decreased from 31.2% to 18.2% during the same school years.

The New York City Academy for Discovery is committed to the success of all students. In order to effectively serve our 14.91% English as a New Language (ENL) learners population and its parents, we have two full-time ENL teachers and a bi-lingual parent coordinator. Our ENL teachers serve our K-5 students in a primarily push-in program. Based on individual student needs, a pull-out model is used for beginner ENLs. Teachers use programs such as Lexia, Language Power and Imagine Learning along with phonics games in addition to scaffolding the classroom curriculum to help students meet grade level standards. Various parent workshops are provided throughout the year for parents of ENLs, both in English and their native language when possible, to provide them strategies for supporting their child's academic success. Our ENL students showed gains on the 2015 State exams with 62.7% ENL progress compared to 41% ENL progress for the 2014 exam.

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

Technology and data are alive and well at PS 306. Every classroom is equipped with large amounts of technology: laptops, iPads, desktops, and SMART boards . Our school received a \$150,000 grant to update our existing computer lab. We are excited to announce the addition of a technology teacher who will provide our students will technology instruction. The entire school community, teachers, students and parents, have access to many online academic learning programs. In addition to LexiaCore5 as mentioned above, we also purchased Dreambox, Imagine Learning, BrainPop, vMath, Reading A-Z, and Raz Kids. Analyzing and sharing data is a school-wide focus evident through many measures and was an Area of Celebration for our Quality Review for the 2014-15 school year for which we received a Well-Developed. All teachers are invested in analyzing trends on their grade and creating specific activities geared toward those trends and have made much growth in this endeavor over the past year. Grade level and cluster teams meet twice a month for inquiry, analyzing student work, adjusting lessons, materials, and teaching practices by implementing instructional shifts. This inquiry process has given teachers the ability to analyze data and trends and

come up with actionable plans. Our vertical inquiry team meets monthly, discussing common trends in writing across the school. Teams also make use of a school-wide shared data system that makes data "live" through Google Docs. All teams have access to this important data so all are involved in student progress and achievement. Beginning in the 2013-14 school year, the school adopted the use of Shutterfly Share Sites as a vehicle for sharing data. We have both a staff member share site and a parent share site. Both websites are one stop shopping for events, information, professional learning documents, team meeting agendas and minutes, PBIS and guidance information, cluster team program information, messages from the principal and our parent coordinator and more.

PS 306Q is committed to education the whole child through the arts and extracurricular clubs. We have a full time visual arts teacher, theater teacher and music teacher. All students receive at least one period of music or visual arts instruction weekly throughout the year. Students in our music program learn to read music, play the recorder, sing, use African drums, and many other musical instruments as well as use digital music equipment. Fourth and fifth grade students have the opportunity to participate in concert band where they learn to play the flute, clarinet, saxophone, trumpet, French horn, percussion, trombone, tuba and baritone horn. Each year our students participate in the Weill Music Institute Link-Up program through Carnegie Hall. Students in grades K-5 will visit Carnegie Hall and play their recorders on stage with a real orchestra. We work with outside an organization to provide students with dance instruction. Students in grades 4 and 5 participated in the Dancing Classrooms, ballroom dancing program. We have also partnered with Making Books Sing. All students this year will have the opportunity to participate in extracurricular clubs. We offer the following clubs during school: theater, chorus, ballet, sports, readers theater, technology, fun with food, arts and crafts, Zumba, music, fitness and nutrition, drama. In addition to these extracurricular activities, we also provided classrooms with a hands-on bread making workshops by Professor Bread, as well as Bricks for Kidz, a 3-day, Lego robotics program. Each of these was also available as a parent interactive workshop after school.

Due to an increase in student population, as well as an increase in student age with the addition of higher grade levels each year, we have adopted a Positive Behavior Interventions Supports (PBIS) and created a PBIS Team, which oversees the development and evaluation of the PBIS program. The team created the symbol P.A.C.K. (positive, accountable, collaborative, kind), traits that are taught to the students as behavior expectations in all settings throughout the school. Our school has a mascot, the wolf, who visits students during special events during the year. The team developed a PBIS handbook that describes the whole program and invented P.A.C.K. dollars, a reward students can earn for demonstrating positive behavior in all settings around the school. Students can spend their P.A.C.K. dollars in a store called the Wolf's Den, where they can purchase tangible incentives, or purchase items off of the Incentives Menu, a menu of non-tangible items such as time on an iPad or cupcakes with the principal. In our efforts to maintain the social-emotional health of our students, we have created the Book of the Month, which helps teach a character trait. Teachers focus on one character trait each month and students have the opportunity to earn P.A.C.K. dollars for displaying that character trait. At the end of each month, one grade presents on the character trait of the month, one student from each class is awarded with a the book of the month, and one class is awarded the class character trait award. In addition to character trait awards, we also present students with the student of the month awards, one for improvement and one for academics, and staff and students are presented with the 'Extra Mile' award. We have also partnered with Assemblyman Mike Miller, who will also award our students with an award each month.

We have established excellent partnerships with community-based organizations. Our on-going partnership with the Greater Ridgewood Youth Council (GRYC) has enabled 150 students in grades K-5 to attend a free after-school program that offers various opportunities from homework help to arts and crafts. In addition, we have collaborated with community officials such as Council Member Eric Ulrich who awarded us with a Reso-A technology grant. This year, all students will be provided with an opportunity to join the Girl and Boy Scouts program. Because we recognize how critical parents' roles are in the lives of their children we are increasing the frequency of parent workshops being offered at our school, and broadening the scope of topics that they entail. By providing more opportunities for parents to attend a diverse selection of workshops, we anticipate a strong partnership with the local community that will ensure the best possible educational experience for students and parents alike.

27Q306 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	482	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		75.9%	% Attendance Rate	93.7%
% Free Lunch		75.8%	% Reduced Lunch	8.8%
% Limited English Proficient		13.4%	% Students with Disabilities	17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		4.2%	% Black or African American	5.4%
% Hispanic or Latino		68.1%	% Asian or Native Hawaiian/Pacific Islander	14.8%
% White		6.1%	% Multi-Racial	1.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	11.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	4.48
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		33.3%	Mathematics Performance at levels 3 & 4	44.2%
Science Performance at levels 3 & 4 (4th Grade)		91.8%	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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
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		YES	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		YES		
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.

During our annual SLT Needs Assessment Walk-through in May 2015, we noticed that teachers consistently were asking a variety of Depth of Knowledge questions during instruction. While this showed excellent growth in teacher instruction, we noticed that students had difficulty answering the higher order questions. This finding was also mirrored in the findings of our vertical and grade-level writing inquiry teams; students had difficulty fully understanding the prompt and writing a content rich response. From this we draw the conclusion that our students need more support with their comprehension skills. Focusing on supporting students in their higher order thinking would increase their reading and writing scores and would also provide students with rigorous instruction. Although teachers are engaging students in balanced literacy through a 135-minute ELA block, the guided reading portion of that time needs to be honed and developed in order to promote student comprehension of text.

Strengths :

- Teachers design and ask a variety of DOK question prompts.
- Students’ ability to answer low-level and some high-level question prompts.
- Teachers engage students in a balanced literacy approach for ELA.

Needs :

- Students need targeted guided reading support in order to enhance their comprehension of complex text.

Priority Need :

- Developing strong guided reading practices to target students who are in need of comprehension support.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of K-5 students will increase their Fountas and Pinnell reading level by at least 2 reading levels as compared to the Fountas and Pinnell Beginning of Year benchmark assessment.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Analyze the 2014-2015 Fountas and Pinnell reading level data for grades K-5 to determine trends and progress made in the previous year.</p>	<p>All teachers K-5, ENL teachers</p>	<p>September 2015</p>	<p>School Leaders</p>
<p>Administer and analyze Fountas and Pinnell Beginning of the Year benchmark assessments for all students K-5.</p>	<p>All students K-5 and all teachers K-5</p>	<p>October-November 2015</p>	<p>School Leaders and classroom teachers K-5</p>
<p>Facilitate professional learning cycles on guided reading instruction and reading comprehension using school's guided reading library and Reading A-Z online reading resource program. ENL, Cluster Teachers and Paraprofessionals will also participate in the professional learning.</p>	<p>All teachers K-5, Cluster Teachers, Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Teacher Leaders</p>
<p>Establish reading comprehension as a focus for vertical and grade-level inquiry teams to monitor progress and to monitor the effectiveness of the implementation of guided reading.</p>	<p>Vertical and Grade- Level Inquiry Teams, ENL teachers, and Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Vertical and Grade Level Inquiry Team Members, All Teachers</p>
<p>Provide students with targeted Tier II/RtI based on individual needs in reading comprehension, including ENLs and SWDs.</p>	<p>All students, including ENLs and SWDs</p>	<p>September 2015- June 2016</p>	<p>School leaders, Classroom teachers, ENL teachers, SWD teachers, IEP teacher</p>
<p>Facilitate guided reading groups daily; seeing all students at least once per week.</p>	<p>All teachers K-5, All students K-5</p>	<p>October 2015 - June 2016</p>	<p>School Leaders and all teachers</p>
<p>Implement three formal Fountas and Pinnell benchmark assessment cycles; analyze data to inform instruction, maintaining fluid groups for students who advance their reading level.</p>	<p>All students K-5</p>	<p>October 2015 - June 2016</p>	<p>School Leaders and all teachers</p>
<p>Create and maintain school-wide data spreadsheet on Google Docs so that push-in providers, Cluster and ENL teachers have access to student reading levels and goals set forth by the classroom teacher.</p>	<p>All teachers, Cluster teachers, ENL teachers</p>	<p>September 2015 - June 2016</p>	<p>School Leaders, all teachers, data specialist</p>

Create and Rtl/guided reading period in the schedule so that all Cluster teachers push into classes and facilitate guided reading groups in classrooms for grades 3-5.	Cluster Teachers	August 2015	School Leaders
Observe teachers in guided reading to ensure proper facilitation of small group work, including analyzing data, and providing targeted instruction based on student need.	All teachers K-5	September 2015-June 2016	School Leaders
Renew subscription for online reading resource program Reading A-Z.	All teachers, paraprofessionals, Clusters, Students	February 2016	School Leaders
Facilitate parent workshops on how to assist your child at home with reading and reading comprehension.	Parents and students, including ENLs and SWDs	September 2015-June 2016	School Leaders, Teacher Facilitators

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.											
SMARTBoards, BrainPop , professional learning, common planning, norming and scoring sessions for assessments, ENL teachers, guided reading library, Reading A-Z online reading resource program											
Part 4b. 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	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February 2016, 90% of K-5 students will increase their Fountas and Pinnell reading level by at least 1 reading level as compared to the Fountas and Pinnell Beginning of Year benchmark assessment.
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.

According to the OORS data, there was a decrease in the number of level 3 and level 4 incidents in the classroom. There were 32 classroom level 3 incidents and 19 level 4 incidents during the 2013-2014 school year. These numbers decreased to 28 classroom level 3 incidents and 8 level 4 incidents during the 2014-2015 school year. This data also showed an increase in the number of incidents that took place in the cafeteria and on the playground. During the 2013-2014 school year, there were 29 level 3 incidents and 8 level 4 incidents in the cafeteria, and 18 level 3 incidents and 7 level 4 incidents on the playground. During the 2014-2015 school year, there were 32 level 3 incidents and 14 level 4 incidents in the cafeteria, and 25 level 3 incidents and 9 level 4 incidents on the playground. This data shows that there is a need to focus on decreasing the number of level 3 and level 4 incidents that take place in both the cafeteria and the playground. In an effort to continue to create a safe and secure environment for our students, as well as to support students’ social-emotional growth, the school has adopted five research-based programs in Restorative Justice, Positive Behavioral Interventions Supports (PBIS), American School Counseling Association (ASCA) aligned school counseling program, Palmetto Pals, as well as the character education program, Cloud9 World Character Education Program. The utilization of these five programs to target specific areas of intervention and supervision provide a holistic approach to school culture and climate. In addition, our staff will continue to model professional P.A.C.K. values (Positive, Accountable, Collaborative, and Kind), and with the use of school-wide data to track and monitor progress in reducing behavioral incidents, the New York City Academy for Discovery will continue to be a safe place for all students.

Strengths :

- Overall reduction of level 3 and 4 incidents in OORS during the 2014-15 school year.
- Implementation of multiple research-based programs to support social and emotional growth of students.

Needs :

- Decrease the number of level 3 and 4 incidents that occur in the cafeteria and on the playground during breakfast, lunch and recess.

Priority Need :

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

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.

By June 2016, there will be a 5% decrease in number of level 3 and 4 student incidents occurring during lunch and recess on OORS as compared to the 2014-15 school year.

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Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Analyze OORS reports from 2014-2015 school year.</p>	<p>All students PK-5</p>	<p>September 2015</p>	<p>School Leaders, PBIS Team Leader, Guidance Counselor</p>
<p>Design restorative contracts with students in conflict, in order to repair the positive, supportive relationships among the participating students (Tier III).</p>	<p>Identified Tier III Students</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Guidance Counselor</p>
<p>Facilitate monthly PBIS team meetings where the members will create the PBIS handbook, incentives menu, posters, etc.</p>	<p>PBIS Team Leader and Team Members</p>	<p>September 2015-June 2016</p>	<p>School Leaders, PBIS Team Leader</p>
<p>Provide monthly PBIS booster sessions for all staff members to discuss program updates and reflect on best practices.</p>	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>School Leaders, PBIS Team Leader and Members</p>
<p>Introduce a Character Trait of the Month program which coordinates with a Book of the Month, teaching students one character trait per month through literacy; and providing them with PACK dollars for displaying that character trait.</p>	<p>All students, including ENLs and SWDs, All staff</p>	<p>September 2015-June 2016</p>	<p>School leaders, Teachers, PBIS Team</p>

Provide new staff with professional learning on our PBIS system.	New staff	September 2015	School leaders, PBIS Team
Provide students with opportunities to earn incentives based on positive behavior and purchase items off incentive menu, Wolf's Den (store) during lunch/recess following a schedule for grades to shop; i.e. best class attendance, student of the month, Lunch Time Leaders, individual recognition.	All students, including ENLs and SWDs	September 2015- June 2016	School Leaders, PBIS Team, all teachers, all non-instructional staff
Review OORS data at monthly PBIS Team meetings, discuss trends noticed in lunchroom/school yard, and change strategies for issues that arise.	PBIS Team	September 2015- June 2016	School Leaders, PBIS Team members
Hire additional staff to support student supervision in cafeteria and school yard during all lunch and recess periods	New staff	September 2015- June 2016	School Leaders
Adjust the lunch schedules of all paraprofessionals to ensure that Crisis Paraprofessionals remain with their 1-to-1 students during lunch and recess where warranted.	Crisis paraprofessionals and 1-to-1 students	September 2015-June 2016	School Leaders
Invite parent volunteers and create a schedule for them to assist in the cafeteria/school yard during lunch and recess.	Parent Volunteers	September 2015- June 2016	School Leaders, Parent Coordinator
Provide school aides and paraprofessionals with ongoing professional learning in order to increase strategies for dealing with problem behaviors.	School Aides and Paraprofessionals	September 2015 - June 2016	School Leaders, PBIS Team, Guidance Counselor
Complete a student needs assessment survey to determine the social-emotional, academic and career skills of students on each grade.	All students PK-5	September 2015	School Leaders, Guidance Counselor
Implement restorative circles in all classrooms at least once a week to focus on identified student needs from the assessment survey (Tier I) while building community and trust within our classrooms. Invite the parent community during Family Discovery Day to learn about teaching, learning, PBIS, and Restorative Practices.	All students PK-5 and Parent Community	September 2015-June 2016	School Leaders, PBIS Team Leader, Guidance Counselor, Teachers, Paraprofessionals
Implement an 8-week proactive restorative group to teach students about social maturity and behaviors that are appropriate to the situation and environment (Tier II).	Identified Tier II Students	September 2015-June 2016	School Leaders, Guidance Counselor
Design restorative contracts with students in conflict, in order to repair the positive, supportive relationships among the participating students (Tier III); share information with parents.	Identified Tier III Students and Parent Community	September 2015-June 2016	School Leaders, Guidance Counselor
Complete three follow-up surveys to determine student behavior/relationships and classroom community building progress through the use of Restorative Practices.	All students PK-5	December 2015; March 2016; June 2016	School Leaders, Guidance Counselor
Complete lessons/activities with students to review and reinforce the P.A.C.K. values.	All students PK-5	September 2015-June 2016	School Leaders, Guidance Counselor, Teachers

Reinforce implementation of PBIS with students by displaying P.A.C.K. behavioral expectation posters; P.A.C.K. store samples; and P.A.C.K. dollars incentives menu throughout the school building.	All students PK-5	September 2015-June 2016	School Leaders, teaching staff and ancillary staff
Positively reinforce P.A.C.K. value student behaviors by distributing P.A.C.K. dollars to students. Students are able to spend these P.A.C.K. dollars on items from the P.A.C.K. store or a reward from the incentives menu.	All students PK-5	September 2015-June 2016	School Leaders, teaching staff and ancillary staff
Complete Benchmarks of Quality (BOQ) and analyze data to determine the PBIS implementation progress made during the 2015-16 school year.	PBIS Team Leader and Members	September 2015; January 2016; June 2016	School Leaders, PBIS Team Leader
Design and facilitate lessons in classrooms that teach students skills related to ASCA Mindset and Behavior needs.	All students K-5	September 2015-June 2016	School Leaders, Guidance Counselor
Complete Palmetto Pals Student Questionnaire #1 with classes to determine what students already know and think about the topic of bullying.	All students PK-5	October 2015	School Leaders, Guidance Counselor
Facilitate Palmetto Pals lessons in classrooms to: build a sense of belonging in the school environment; help students to demonstrate creativity; help students to demonstrate ability to work independently; help students use effective oral and written communication skills and listening skills; and help students use effective collaboration and cooperation skills.	All students PK-5	October 2015; January 2016; February 2016	School Leaders, Guidance Counselor
Provide teachers with books to read/discuss and activities to complete that will reinforce the positive friendship and bullying prevention messages presented in the Palmetto Pals lessons.	All students PK-5	October 2015; February 2016	School Leaders, Guidance Counselor, PBIS Team Leader
Facilitate whole school book read aloud on public announcement system of books that reinforce the positive friendship and bullying prevention messages presented in the Palmetto Pals lessons.	All students PK-5	January 2016; February 2016	School Leaders, Guidance Counselor
Facilitate student poster contest that gives students the opportunity to design a poster that promotes P.A.C.K. values and explains how those values help to prevent bullying.	All students PK-5	October 2015	School Leaders, Guidance Counselor
Complete Palmetto Pals Student Questionnaire #2 with classes to determine what students have learned and now think about the topic of bullying.	All students PK-5	February 2016	School Leaders, Guidance Counselor
Teach a monthly character education trait; each grade will present a character trait performance at the end of each month; provide certificates and other incentives to students and classes who have demonstrated that month's character trait.	All students PK-5	September 2015-June 2016	School Leaders, Guidance Counselor, teaching staff, paraprofessionals, school aides, ancillary staff
Discuss staff and student safety at safety committee meetings.	Safety Committee	September 2015-June 2016	School Leaders, BRT Leader

Implement 'Stay on Green for Good Behavior' system that allows students to have an opportunity to make positive choices about their behavior.	All students PK-5	September 2015-June 2016	School Leaders, All Teachers
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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.											
Student incentives for the P.A.C.K. store, CommonSense Media, professional learning sessions for staff and PBIS team, Palmetto Pals curriculum, OORS reports, Book of the Month materials											
Part 4b. 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	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February 2015, there will be a 2% decrease in level 3 and 4 student incidents on OORS occurring during lunch and recess as compared to the 2014-15 school year.
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.

Based on discussions during vertical inquiry, and based on grade-level inquiry in writing, it was noted that students made progress and improved in structuring their writing. The year-long focus had been on improving the structure of writing because it was an area in need of improvement at the school-wide level for our Fall 2014 MOSL. Teachers across the grades worked to provide instruction that targeted the structure of writing and had success. After the Winter 2015 MOSL and review of Spring 2015 work, it was noted that students were successful at constructing a response but needed improvement in accurately answering the writing prompt and gathering details that accurately and directly addressed the question being asked. We thus have decided that our writing inquiry focus should shift towards concentrating on the improvement of the content of student writing. Concentrating on the structure allowed students to construct a response to the question, but only a true understanding of the task and the supporting texts would allow students to attain the highest score on all on the traits in the rubric. The new focus is going to be on connecting comprehension of task and text to crafting an effective writing response that addresses the prompt.

Strengths :

- Teachers work collaboratively during common planning to revise and refine curriculum based on effectively developed inquiry practices
- Grade-level and vertical inquiry teams meet bi-monthly and monthly respectively to discuss student progress; identify strengths and areas of improvement, common trends and implications for teacher practice. This practice was an Area of Celebration during the 2015 Quality Review.

Needs :

- Increase students’ writing proficiency by progress monitoring through the use of baseline, mid-year, and end-of-year assessments
- To strengthen the content of students’ writing

Priority Need :

- The priority need for this goal is to increase achievement in writing and the comprehension of task-to-text writing as measured by the MOSL rubric.

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, 90% of all students in K-5 will have shown a 10% increase on their end of year writing performance task as compared to the September 2015 NYC Performance Task Baseline as a result of school-wide collaboration and curriculum adjustment through writing inquiry.

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Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Analyze the 2014-2015 MOSL Data for all traits to determine trends and progress made in the previous year.	All students K-5	September 2015	School Leaders, Vertical Inquiry Team, All Teachers K-5
Administer and analyze student work and performance data for MOSL Baseline NYC Writing Performance Task 2015 to determine areas of strengths and improvements for each student, class, and grade.	All students K-5	October-November 2015	School Leaders, Vertical Inquiry Team, All Teachers K-5
Analyze Fall 2015 and previous MOSL Performance Tasks to analyze and determine academic demands for attaining a level 4 on the Trait 1 rubric.	All students K-5	September-October 2015	School Leaders, Vertical Inquiry Team, All Teachers K-5
Analyze school-wide trends in student writing during vertical and grade-level inquiry meetings, share best practices, ensure that there is cohesion around writing and determine next steps based on student need, including ENLs and SWDS.	All Teachers K-5, Cluster Teachers	September 2015- June 2016	School Leaders, Classroom Teachers, Vertical Inquiry Team members
Support students comprehension of text through targeted small group/Rtl guided reading.	All students including ENLs and SWDs	September 2015 - June 2016	School Leaders, Classroom Teachers,

			ENL teachers, Cluster teachers
Facilitate ELL pull-out and push-in model to provide writing support both in and out of the classroom.	All ELL students K-5	September 2015-June 2016	School Leaders, ENL Teachers
Facilitate SETSS pull-out model as indicated on student IEPs for support in writing instruction.	All SWDs	September 2015 - June 2016	School Leaders and IEP Teacher
Engage teachers and paraprofessionals in professional learning based on writing and comprehension instruction, assessment practices and implementing data-driven change strategies for teaching writing.	All teachers K-5, cluster Teachers, paraprofessionals	September 2015 - June 2016	School Leaders, Teacher Facilitators
Provide professional learning focused on Response to Intervention for classroom, cluster and ENL teachers and paraprofessionals.	Cluster, ENL, and Classroom Teachers and Paraprofessionals	September 2015-June 2016	School Leaders
Facilitate parent workshops on how to assist your child at home with reading and reading comprehension.	Parents and students, including ENLs and SWDs	September 2015- June 2016	School Leaders and Teacher Facilitators
Provide students with disabilities with targeted instruction by an IEP teacher.	All SWDs in K-5	September 2015- June 2016	School Leaders, IEP Teacher, Special Education Teachers
Share curriculum maps, common planning meeting agendas and minutes, horizontal and vertical inquiry documents, class and grade data on our web site to enhance professional collaboration.	All students PK-5	September 2015-June 2016	School Leaders, Vertical Inquiry Team, All Teachers K-5
Design and utilize a balanced literacy program that consists of 135 minutes of ELA instruction and includes the following components: read aloud, shared reading, shared writing, writer's workshop, reader's workshop, guided reading, word work and literacy centers/stations.	All students in K-5 and all teachers	September 2015-June 2016	School Leaders, Classroom Teachers
Provide parents with workshops to assist them with helping their children achieve their ELA goals.	Parents in all grades	September 2015-June 2016	School Leaders, ESL Teachers, Classroom Teachers
Develop a culture of professional learning that enables school and individual development; provide ELA professional learning on teacher selected topics in addition to: CCLS-ELA, ELA Instructional Shifts, Response to Intervention, writer's workshop, small group instruction, engaging students in instruction, and questioning and discussion techniques - in order to strengthen students' ELA writing skills aligned with CCLS and College and Career Readiness skills.	All teachers and paraprofessionals	September 2015-June 2016	School Leaders
Ensure knowledge of students and their work, and use this knowledge as the starting point for planning.	All teachers	September 2015-June 2016	School Leaders
Provide teachers with common planning time to reflect and refine their practice; design ELA curriculum maps, tasks, assignments, assessments and lesson plans; and	All teachers	September 2015-June 2016	School Leaders

incorporate pedagogical strategies aligned to the instructional focus.			
Review school-wide data at cabinet meetings in order to assess the impact of the instructional focus across classrooms and plan adjustments.	Principal's Cabinet	September 2015-June 2016	School Leaders
Conduct grade level inquiry meetings, twice per month, to monitor growth and refine practices based on findings.	Grade-Level Inquiry Teams	September 2015-June 2016	School Leaders, Vertical Inquiry Team, Grade-Level Inquiry Teams, Cluster Teachers
Administer and analyze a mid-year performance task in writing to measure growth and make any mid-year adjustments to the writing instructional program.	All students K-5, Vertical Inquiry Team, Classroom Teachers K-5	January 2016	School Leaders, Classroom Teachers
Utilize rubrics and checklists to self- and peer-assess in order to foster student ownership of the writing process.	All students K-5	September 2015-June 2016	School Leaders, Classroom Teachers, Paraprofessionals, Cluster Teachers
Provide before and after school ELA programs for Tier II and Tier III students.	Identified Tier II and Tier III Students	September 2015-June 2016	School Leaders

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.											
MOSL Baseline Writing Task, mid-year performance task, rubrics, check lists (self and peer), norming/scoring sessions, Dibels Next Assessment, Lexia computer software, Flocabulary, BrainPop, Language Power (ELL), Reading A-Z, ReadyGen, and professional learning.											
Part 4b. 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	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February 2016 90% of all K-5 students will have shown a 5% increase on writing assessments as compared to the Fall 2015 MOSL ELA Writing Performance Task.
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 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

- 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.
- 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.

At the end of the 2014-15 school year, 84% of teacher ratings were effective or highly effective in engaging students in instruction, a 10% increase from the 2013-14 school year. These percentages were attained through rigorous observations and area-specific staff development. However, 6% of teacher ratings were developing at various points throughout the school year. In order to promote strong teacher practice and effectively capture strengths and areas in need of improvement, it is necessary to focus on cultivating higher order thinking skills and rigorous work habits.

Strengths :

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

Needs (Quality Review feedback and teacher observations) :

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

Priority Need :

- To develop student-centered instruction where students are intellectually active in learning important and challenging content.

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–Effective School Leadership. 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, there will be a 20% increase in the number of teachers delivering effective or highly effective instruction with a focus on the Danielson Framework for Teaching component 3c: Engaging Students in instruction, as evidenced by teacher ratings at the end of the year compared to June 2015.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Analyze teacher observation data from June 2015 to identify the percentage of ineffective, developing, effective and highly effective ratings in engaging students in learning (3c).</p>	<p>All teachers rated under ADVANCE</p>	<p>August 2015</p>	<p>School Leaders</p>
<p>Meet with teachers at initial planning conferences to set professional goals for the year.</p>	<p>All teachers rated under ADVANCE</p>	<p>September-October 2015</p>	<p>School Leaders</p>
<p>Identify new teachers who will need mentors and assign them to a mentor; design a mentoring schedule for 1:1 meeting and co-teaching opportunities.</p>	<p>New Teachers</p>	<p>September-October 2015</p>	<p>School Leaders</p>
<p>Meet with teachers whose 2014-2015 overall rating was 'Developing'; design a Teacher Improvement Plan that incorporates an action plan and progress monitoring.</p>	<p>TIP Teachers</p>	<p>September-October 2015</p>	<p>School Leaders</p>
<p>Observe teachers at least four times (formal and informal) throughout the 2015-2016 school year; norm observation ratings by principal and assistant principal conducting first round of observations together.</p>	<p>All teachers rated under ADVANCE</p>	<p>October 2015 – June 2016</p>	<p>School Leaders</p>
<p>Participate in post-observation conferences after all formal and informal observations; conduct a comparative assessment of data gathered from teacher self-assessment and administrator assessment of low inference notes and synthesize the data to determine strengths and target areas of growth.</p>	<p>All teachers rated under ADVANCE</p>	<p>October 2015 – June 2016</p>	<p>School Leaders, Teachers</p>
<p>Provide teachers with rubric-based feedback that is aligned with professional goals and captures the strengths, challenges and next steps using the Danielson Framework for Teaching.</p>	<p>All teachers rated under ADVANCE</p>	<p>October 2015 – June 2016</p>	<p>School Leaders</p>
<p>Provide teachers with post-observation resources that include but are not limited to articles, webinars, strategies, inter-visitations, Teacher Development Coach workshops, professional learning, coaching sessions, etc.</p>	<p>All teachers rated under ADVANCE</p>	<p>October 2015 – June 2016</p>	<p>School Leaders</p>

Utilize teacher observation data to design 3c professional learning sessions that will be presented by assistant principal and/or teachers.	All teachers rated under ADVANCE	September 2015 – June 2016	School Leaders
Allocate time for teachers to modify and refine questions, activities, lesson plans, curriculum maps, etc. based on knowledge from professional learning.	All teachers rated under ADVANCE	September 2015 – June 2016	School Leaders
Provide professional learning for all teachers on Danielson Framework for Teaching component 3c. Engaging Students in Learning focusing on hands-on, minds-on learning, and developing critical thinking skills for all students, including ENLs and SWDS.	All teachers K-5, All students, including, ENLs and SWDs.	September 2015 - June 2016	School leaders, Teacher Facilitators
Provide ENL teachers and cluster teachers with opportunities to attend content specific professional learning outside of the school and turnkey the information to the staff.	ENL Teachers and Cluster Teachers	September 2015 – June 2016	School Leaders
Collect and analyze student work as evidence of growth in 3c for all students including ENLs, SWD, highest performing, lowest third, etc.	All teachers rated under ADVANCE, All students, including ENLs and SWDs	October 2015 - June 2016	School Leaders, Vertical Inquiry Team, Principal's Cabinet
Engage teachers in professional learning with a talent coach from the Office of Teacher Development.	Teachers in grades 3-5	October 2015 - June 2016	School Leaders

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.											
Danielson Framework for Teaching, articles, webinars, ARIS Learn Opportunities, Office of Teacher Effectiveness Talent Coach, MOTP Talent Coach, Interschool Teacher Development Coach, ENL teacher											
Part 4b. 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	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February 2016, there will be a 5% increase in the number of teachers delivering effective or highly effective instruction in component 3c. Engaging Students in Instruction using the Danielson Framework for Teaching , as compared to June 2015 summary of teacher performance on Advance.
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

- 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.
- 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.

During the 2014-2015 school year, our school offered a variety of family engagement workshops and events. We offered thirty-four (34) parent workshops; seven (7) Family Discovery Day events; and eighteen (18) school-wide family events. We recognize the critical role of parents in the lives of their children; to support this parent-child relationship, we will continue to offer a wide variety of frequent parent workshops and events. Of the thirty-four parent workshops, twelve were held in the morning with an average parent attendance of 6.5 parents, fourteen were held in the afternoon with an average parent attendance of 7.3 parents, and eight were held in the evening with an average parent attendance of 17.4, as documented by sign-in sheets collected throughout the school year.

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

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

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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school will create a welcoming environment for families to take advantage of community resources by increasing parent attendance at workshops by 5% measured by attendance through sign-in sheets, as compared to the 2014-15 school year.

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Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Participate in all parent coordinator PD opportunities not in conflict with school needs.</p>	<p>Parent Coordinator</p>	<p>September 2015- June 2016</p>	<p>School Leaders</p>
<p>Forge a stronger relationship with parents by having parent coordinator attend all parent events.</p>	<p>Parent Coordinator</p>	<p>September 2015- June 2016</p>	<p>School Leaders</p>
<p>Meet with new parent/caregivers for the purpose of helping to bridge communications between home, school, and community.</p>	<p>Parent Coordinator</p>	<p>September 2015- June 2016</p>	<p>School Leaders</p>
<p>Distribute a parent survey to gather information on the types of workshops that parents would like to attend, as well as the times that would be most convenient to them.</p>	<p>All parents and caregivers</p>	<p>September 2015; January 2015</p>	<p>School Leaders, Parent Coordinator, School Leadership Team, Teachers</p>
<p>Ensure at least 15 parents are in attendance for all parent workshops.</p>	<p>Parent Coordinator</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Parent Coordinator</p>
<p>Increase the use of social media, e-mail, phone messenger, Shutterfly Parent Share Site, flyers, posters, school calendars, principal’s report, and written publications to expand outreach and help parents understand and participate in their children’s education.</p>	<p>All parents and caregivers</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Parent Coordinator, Secretaries, School Aides, Teachers</p>
<p>Maintain our collaborative Parent Outreach Committee that will meet on a monthly basis to discuss how to increase parent involvement.</p>	<p>Staff</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Parent Outreach Committee</p>

Facilitate professional learning to the entire staff on The Four Pillars, with an emphasis on the third pillar (Engage Parents and Families in Every Aspect of School Life).	Staff	September 2015- June 2016	School Leaders, Teachers
Host frequent parent workshops and conferences so that families can learn more about their children’s education and have access to experts in the field.	All parents and caregivers	September 2015- June 2016	School Leaders, Parent Coordinator, Teachers
Provide ENL workshops for parents so that they can better support their children’s education.	Parents of ENL students	September 2015- June 2016	School Leaders, Parent Coordinator, ENL Teachers
Teachers will use their parent outreach time on Tuesday afternoons to provide parents with workshops that focus on academics, homework, CCLS, math, science, literacy, students with disabilities and the arts.	All parents and caregivers	September 2015- June 2016	School Leaders, Teachers
Invite parents to all school and PA events: Curriculum Night, Fall Festival, PA Meetings, Winter Wonderland, Family Game Night, Music Concerts, Dance Festivals, Family Literacy Night, Math and Science Night, Science Fair, Mother-Son Dance, Father-Daughter Dance, Multicultural Feast and Fashion Show, and End of Year Block Party.	All parents and caregivers	September 2015- June 2016	School Leaders, Parent Association, Parent Coordinator, Teachers
Invite parents to monthly Family Discovery Day where they are able to visit their child’s classroom and collaborate with classroom teachers to ensure student success.	All parents and caregivers	September 2015- June 2016	School Leaders, Parent Coordinator, Teachers
Invite parents to be classroom volunteers and/or chaperones on school trips.	All parents and caregivers	September 2015- June 2016	School Leaders, Parent Coordinator, Teachers
Invite parents to participate in Project Boost trips to museums, plays, Hall of Science, etc. and participate in fund raising events for Smile Train – an international children’s charity that helps children who need cleft lip and palate repair surgery.	Project Boost Students, parents and caregivers	September 2015- June 2016	School Leaders, Parent Coordinator, Project Boost Team
Invite parents to participate in our annual Career Day.	All parents and caregivers	June 2016	School Leaders, Career Day Committee
Provide parents with non-academic workshops that focus on health and nutrition, stress reduction, fire safety, CPR, Learning Leaders, etc.	All parents and caregivers	September 2015- June 2016	School Leaders, Parent Coordinator
Provide two annual CBO Resource Fairs for families by creating relationships with community based organizations to provide parents with information and resources.	Parent Coordinator, All parents and caregivers	September 2015- June 2016	School Leaders, Parent Coordinator

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.
Blackboard Connect, pupil path, NYC School Account, Shutterfly Parent Share Site, school-wide event calendar, e-mails, parent coordinator
Part 4b. 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	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

By February 2016, our school will create a welcoming environment for families to take advantage of community resources by increasing the number of parent workshops by 2%, measured by attendance through sign-in sheets, as compared to the 2015-16 school year.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> -State ELA exam -Fountas & Pinnell reading level - NYC Writing Performance Task Baseline Assessment -teacher observations 	<ul style="list-style-type: none"> -Balanced Literacy : shared reading/writing, read aloud, interactive reading/writing, reading/writing workshop, guided reading/writing, close reading 	<ul style="list-style-type: none"> -Whole group -Small group -RtI Tier I, II, III -Push-in, pull-out models for RtI and ENL services 	<ul style="list-style-type: none"> -Before, during, and after school
Mathematics	<ul style="list-style-type: none"> -State Math exam -GoMath Baseline assessment -GoMath performance tasks, chapter tests and unit tests -DibelsMath -teacher observations 	<ul style="list-style-type: none"> -Teach and share -guided practice -fluency building -problem of the day -explicit modeling -strategy reteach-Tier I, Tier II -guided math -enrichment 	<ul style="list-style-type: none"> -Whole group -Small group -RtI Tier I, II, III -Push-in, pull-out models for RtI and ENL services 	<ul style="list-style-type: none"> -Before, during, and after school
Science	<ul style="list-style-type: none"> -Science state exam -Science unit tests -Science performance task -teacher observations 	<ul style="list-style-type: none"> -Teach, model, hands-on-experience, reteach, guided practice 	<ul style="list-style-type: none"> -Whole group -Small group -RtI Tier I, II, III -Push-in, pull-out models for RtI and ENL services 	<ul style="list-style-type: none"> -During school

Social Studies	-Social Studies performance task -teacher observations	-Balanced Literacy : shared reading/writing, read aloud, interactive reading/writing, reading/writing workshop, guided reading/writing, close reading	-Whole group -Small group -RtI Tier I, II, III -Push-in, pull-out models for RtI and ENL services	During school
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher/parent referral, IEP, OORS reports, Minor Behavior forms, Teacher anecdotal records	Mandated counseling sessions, at-risk counseling sessions, Palmetto Pals, Restorative Justice, PBIS	-Whole group -Small group -1-to-1 -PBIS Tier I, II, III -Push-in, pull-out models counseling and PBIS RtI	Before, during, and after school

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

At the end of the 2014-15 school year, we invited our Pre-K parents to a Welcome to Kindergarten Workshop . This workshop was presented by our Kindergarten teachers and the Pre-K social worker. The workshop served to prepare parents for the academic and procedural differences between Pre-Kindergarten and Kindergarten. Parents had the opportunity to tour the school and visit a kindergarten classroom. Pre-K students visited kindergarten classrooms to help prepare them for the new environment.

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	210,164.00	X	Sections 5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	32,921.00	X	Sections 5A, 5C
Title III, Part A	Federal	11,200.00	X	Sections 5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,462,627.00	X	Sections 5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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. P.S. 306, 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. P.S. 306 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;

The 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. The 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, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- 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 student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 306 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:

s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

Begin description here: Professional development for teachers serving ELL learners is embedded into all weekly 40 Monday afternoon school-wide professional development sessions. Discussing the needs and instruction of ELL learners is required at our school and facilitators always discuss, address, and incorporate ELL needs and practices in their presentations. For example, professional development sessions on common place school-based instructional practices such as guided reading, small group instruction, and questioning and discussion address how teachers can adjust and modify mainstream instruction in order to better serve the ELL students in their classes. Professional development for teachers serving ELL students is also embedded in collaborative teacher team activities. During weekly 45 minute common planning times and bi-monthly inquiry sessions, ELL providers and the instructional

Part C: Professional Development

coaches offer support and help come up with ideas to modify curricula, lessons and assessments for ELL students. In order to support ELLs and former ELLs, SIFE long term ELLs and ELLS with IEPs, ESL teachers attend bi-monthly in-service professional development from September to June offered by the CFN. The topics include: Meeting the needs of Diverse learners in grades K-5, Addressing the Vocabulary needs of ELLs, Instructional Practices for ELLs Promoting Quality Educational Opportunities for ELLs, SRSD Approach to writing for ELLs, CCLS for ELLs in Math and ELA, and Blueprint for ELLs success. These workshops consist of planning sessions targeting specific instructional objectives and outlining the activities for each session. The ELL teachers attending network professional development workshops will turn key to the staff during Monday professional learning time 2:45- 3:55 P.M. Teachers plan collaboratively weekly during common preps, analyze student work, and discuss student progress and performance, as well as sharing best practices in order to better prepare the students for the NYS exams. The ELL after-school staff will meet during common planning periods weekly to reflect on their practices and make adjustments to their interventions. Topics include best practices for ELLs, RTI for ELLs, analyzing student data and planning with co- teachers in push in model classrooms. There will be approximately 36 afterschool sessions during the 18 week time frame of January 2015 to May 2015.

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Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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 27	Borough Queens	School Number 306
School Name New York City Academy for Discovery		

B. Language Allocation Policy Team Composition

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

Principal Cheryl-Ann Leone	Assistant Principal Jessica Marciano
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Amy Felix, Amanda Francavilla,	School Counselor Jennifer Brosius
Teacher/Subject Area Kerry Phelan	Parent type here
Teacher/Subject Area type here	Parent Coordinator Eileen Otero
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Mary Barton	Other (Name and Title) type here

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]	3	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	480	Total number of ELLs	72	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	17
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	33	Long-Term (ELLs receiving service 7 or more years)	

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	
TBE										0
DL										0
ENL	47		8	33		9				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* 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
TOTAL	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	7	15	12	11	8	7								0
Chinese	2	2	3	1		1								0
Russian														0
Bengali	1		1	1										0
Urdu														0
Arabic	1	1	1	2		2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Mandarin	1													0
TOTAL	0													

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
Entering (Beginning)	2	2	2	3		2								0
Emerging (Low Intermediate)	2	1	1		3	2								0
Transitioning (High Intermediate)	2	1	4			2								0
Expanding (Advanced)	6	8	5	5	2	4								0
Commanding (Proficient)		6	5	7	3									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		6	5	7	3									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.
 Our school uses NYSITELL and NYSESLAT data, Fountas and Pinnell running records, DIBELS, ELA MOSL Performance Task data, weekly conference logs during guided groups, RLAT/RNMR/AMAO reports and common core standards as an indicator of student literacy skills. Our school cabinet, made up of grade leaders, ENL, IEP, and content area members, will analyze the data and trends across the year. Data based on last years Fountas and Pinnell and the year prior indicated that ELL's and general education students needed growth in vocabulary and fluency. Those areas were supplemented by the ENL staff by using context and comprehension strategies and introducing grammar components based on language level. This year's increase in ELL population size within grades K-2 indicate a need for guided reading and guided writing to build students skills and prepare them for more challenging classwork and exams. An analysis of the ELA MOSL data showed us that our ELL students needed more prior knowledge and background knowledge in order to complete the reading and written tasks. Some ways we can incorporate to improve these skills are increasing time on task for work assigned, simplify instructions for the task, modeling skills and providing continual practice on concepts that are not clear to the students and using more hands on and visual materials. We plan to continue using data to inform instructional goals within the ENL program based on incoming NYSITELL data and Fountas and Pinnell data and to use this data to inform instruction across all content areas. Specifically, professional development has been utilized to insure that this information is being used to target instruction and goal setting within the ENL program and also within the schools core classroom curriculum.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Patterns in Proficiency Levels
 Our NYSESLAT data shows that the majority of our ELL students are from early childhood grades K-2. By 3rd grade, a vast majority of our students reach proficiency on the NYSESLAT. The 2015 NYSESLAT scores revealed the largest groups of students that scored Commanding were in grades K and 2. A large group of students made growth and scored Expanding throughout the grades. Students in grades 3-5 are mostly newcomers or students that have been at our school for 2 years or less. NYSITELL data for this year reveals that we have a wide spread of needs at our school. This will require strategic differentiation using the push in/pull out model as these students have different language and time requirements within the same class environment. The information we acquire from this data will help the school to focus on specific skills and write goals that will meet the needs of our ELLs. This data is

analyzed by the ENL teachers and members of the LAP team and referenced during strategic planning with classroom and content area teachers.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool allows us to project our status through the 2016-2017 school year. We use AMAO data to identify students that multiple risk factors and that have not made sufficient progress. Using this data, we are able to program students with multiple risk factors into smaller groups that specifically target their needs. Diagnostic work is done to identify specific needs in order to close gaps and to help those students make more growth. The data is also used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs or interventions for those students. The factors that are analyzed include years of ELL service, ELA/Math performance and progress, NYSESLAT proficiency and progress, holdover status, SIFE status and disability classification. The data reveals that as our target for each year increases the percentage between the target and our current status decreases. According to our AMAO data, 54 students took the NYSESLAT with 13 students attaining commanding status on the NYSESLAT. Although AMAO 1 status is not available at this time, AMAO 2 status projected to 2016-2017 shows that our school will continue to meet AMAO2 status.

4. 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.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The pattern across the grades is that the vast majority of K-5 students progress normally across performance levels making steady progress to achieve proficiency in 3-4 years. Approximately 70% of the students that do not make adequate progress are students that have IEP's for speech and language disorders or learning disabilities. The remaining 30% of ELL students that do not make progress are students that struggle in all academic areas; these students are provided with intervention services and are monitored closely to determine if they are responding to the intervention or if they need to be evaluated for special education services. The periodic assessment will allow us to see students strengths and weaknesses in Listening, Reading and Writing and allow us to differentiate instruction to meet their needs. Native language is not used during ELL periodic assessment since P.S.306 does not have a dual or bilingual program.

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 begin by examining how ELLs social and academic backgrounds have an impact on their academic achievement. We also examine the Tier I instruction that is delivered as well as formative assessments, which include Fountas and Pinnell running records, Dibels, and prior years State ELA, Math, and NYSESLAT scores. Based on these observations and analysis of data, we determine the course of intervention in order to meet the students' needs. Within the classroom, students are grouped according to their reading and math levels, so teachers can work with small groups to deliver intensive tailored instruction. One area for ELL instruction is a focus on promoting language and literacy development. This will be accomplished by building and expanding students' existing oral language competencies. We will build background knowledge, engage in close interactive read alouds and collaborative discussion and debate, role play, sentence and language frames and intensive vocabulary instruction. We will also provide reading comprehension instruction by building background knowledge and highlighting key vocabulary. Tier II interventions will be provided with ENL teachers and other specialists who will work with the smaller groups of ELLs based on areas of need. Assessments will be completed once a month to determine whether the student is making sufficient progress. Tier III interventions will take place outside of the classroom with ENL teachers and other specialists who work 1:1 or 1:3 groupings. The curriculum will include LEXIA lessons that focus on phonics, fluency, vocabulary and comprehension and Language Power using ENL methodologies.

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

The ENL classroom is a print rich environment. Students benefit from constant staff support and guidance to ensure maximum success. ELLs continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programming including visual arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Instructional decisions are made at both the grade level and classroom level based on the needs of the students. ENL teachers and classroom teachers plan collaboratively to adjust the curriculum wherever is necessary. Second language development in the core content areas such as math, science, and social studies are supplemented by the ENL and classroom teacher collaboration to isolate skills and develop strategies based on the standards within each area and by grade using common core standards. ELL students also have access to all services offered in the school setting. Classrooms as well as the school library contain books that are in the ELLs native language. While all students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology, classes for the upper grades and Ipads with educational Apps, ELL students have Imagine Learning Software and Lexia Core 5. Imagine Learning is an interactive supplemental program specifically for ELLs that assesses each students language level based on the four modalities and tailors a sequence of activities targeted to develop academic language. In addition to giving students feedback on their real time choices while practicing listening, speaking, reading and writing, this program also provides educators feedback about student growth and indicators to target or revisit.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. 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).
 Our school uses Fountas and Pinell, MOSL and Go Math assessment data to determine the growth of student achievement in these programs. Classroom teachers and ENL teachers enjoy the collaboration of co-teaching and feel the support of having two educators working together builds upon the success of the students. We also use NYSESLAT scores from the current school year to determine how much improvement our ELL's made during this year and to inform our instruction for the upcoming school year.

Part IV: ELL Identification Process

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

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.
 The school must administer the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. Our 3 ENL certified teachers conduct parent interviews and make home language determinations. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The NYSITELL is administered to students who are identified as eligible within the first 10 days of school. Newly identified ELL students whose home language is Spanish will also have the Spanish LAB administered to them. The NYSITELL is then scanned into ATS to receive score and level. A parent orientation meeting then takes place for parents to explain the programs, answer any questions they may have, watch the informational video and choose the program they feel is the best for for their child. Letters of placement, entitlement, continued entitlement, non entitlement/transition are sent to families within a 10 day window.
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).
 When students transfer into our school, we administer an oral interview questionnaire and the LENS. Using the results of the surveys, we make a determination of SIFE status within 30 days.
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).
 All students, including IEP students must go through the ELL identification policy regardless of their IEP status. Once a student is identified to have a home language other than English, the Language Proficiency Team (LPT) is convened to review student work and records to determine if the student should or should not be given the NYSITELL. This process will be reviewed and monitored by the principal.
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.
 In order to ensure that all parent notification letters are distributed within 5 days, and that documentation is maintained, the 3 ENL teachers will divide up their responsibilities. One teacher will be responsible for scanning NYSITELL answer documents and sending out parent notification letters while the other 2 teachers administer the NYSITELL to eligible students. This distribution of responsibilities will ensure that the 5 day window will be met.
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).
 Once a student has been taken the NYSITELL and has been identified as an ELL, parents will be contacted to set up their parent orientation meeting. At the parent orientation meeting, the different program options will be explained. In addition to the

explanation, parents will also be informed of their right to appeal their child's ELL status. They will be informed that they should submit a letter to request that their child's case be reviewed.

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.

During the course of the school year parents will have numerous opportunities to become aware of the three programs available for English Language Learners: Transitional Bilingual, Dual Language and freestanding ENL. Notification of the ELL's program options is made available to parents. Parents are invited to an orientation that utilizes translated DOE resources to help parents identify and choose their program preference on the Parent Survey and Selection Form. Spanish language information sessions are provided for our Spanish speaking families. This process is conducted within 10 days of enrollment utilizing timelines and alternative forms of communication such as notification one-on one or by phone to ensure parent involvement. Transfer options are made available to parents if the program of their choosing is not readily available at our school. In the event that another program becomes available, forms will be sent home to parents informing them of their new opportunity.

Invitations to attend Parent Orientation are sent home to inform them of the meeting once this year. Entitlement letters are sent home informing parents of their child's NYSITELL score and qualification for ENL services. Letters sent home are translated in the native language of the parent and indicate a clear time and date of the meeting regarding their child's placement, which was also conducted in the parent's native language using the DOE translation video and translation and interpretation unit to supplement in the event that a trained pedagugue can not speak the home language.

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

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.

The ENL teachers begin the year by preparing entitlement, continued entitlement and non-entitlement letters to be sent home to families in the parents' language of choice. These signed and returned letters are filed and stored in our ENL data binder in a secure location, as well as in each students cumulative folder. ENL teachers follow up with families that did not return forms by contacting them by phone and sending a second copy. ENL teachers maintain a log of communication when reaching out to families that did not attend. ENL teachers follow this same procedure throughout the year as new ELL students are identified when they register.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All Parent Surveys and Program Selection forms are kept in a binder and in each students' cumulative folder. The ENL teachers maintain a log to keep track of returned and unreturned forms in order to determine which families they need to follow up with.

9. Describe how your school ensures that placement parent notification letters are distributed.

ENL teachers distribute placement letters directly to students in their homework folders.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ENL teachers maintain a binder with copies of all required documentation (HLIS, non-entitlement and entitlement letters).

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

ENL teachers distribute continued entitlement letters and transitional support letters directly to students in their homework folders.

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).

Over the past 5 years, we have only had 9 parents request another program other than ENL (4 for TBE and 5 for DL). The overwhelming amount of our parents have indicated a desire for our Freestanding ENL program. Our school's instructional programs are therefore aligned with parent choices. We inform families that they have the right to choose a bilingual program, and that we are required by law to either provide them with a bilingual program if 15 or more families request it; if the 15 student threshold is

not met, we will help them find an open program close to our school. Since we have not reached the 15 student threshold for opening up a TBE or DL class, we will only continue to provide Freestanding ENL services.

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.

PS 306 has a stand alone and integrated ENL program which delivers content to our students according to the mandated minutes they receive from NYSESLAT scores. Our certified ENL teachers provide instruction to the 80 ELLs that are within our building. Standalone ENL instruction is used to develop the English Language Skills so that the students can succeed in core content courses and which is delivered by one of our 3 certified ENL teachers. The integrated ENL model is instruction used to build English language skills through content area instruction. The content delivered to the students is by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher. The ENL teachers implement ENL methodologies that support language development in listening, speaking, reading and writing for our K-5 students. ELL students are regrouped in the ENL classroom at designated times based on their proficiency levels. The ENL teachers work in partnership with the classroom teachers to support content specific ENL instruction that aligns with classroom activities and curriculum goals. Language learners in each grade are grouped heterogeneously to increase productivity. The continued collaboration of the classroom teacher and ENL teachers makes supporting language learners with a range of ability possible.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

As per CR Part 154, mandated instructional unit requirements for ELLs differ by levels according to each ELL student based on language level: Entering and Emerging ELLs receive 360 minutes a week of ENL instruction broken down into eight periods and Transitioning and Commanding ELLs receive 180 minutes of ENL instruction broken down into four periods. Commanding ELLs receive 90 minutes of integrated instruction. Student language levels are based on NYSITELL/NYSESLAT results and designated as Entering, Emerging, Transitioning, Expanding and Commanding within grades K-5. Teachers who are dually certified in ENL have the majority of ELLs in their classes creating a more productive environment and delivering continuous ENL support for the ELL students. ENL instruction is a culmination of methodologies used to increase the four areas of proficiency: speaking, listening, reading and writing. Each student is seen as an individual with an individual history and style for language acquisition. The students are addressed in a variety of models in order to enrich their experience. In addition, instruction is conducted using heavy scaffolding and differentiation within both literacy and content specific areas to ensure greater comprehension. Intervention in the core content areas such as math, science, and social studies are supplemented by the ENL and classroom teacher. ELL students also have access to all services offered in the school. Students are provided grade as well as ENL proficiency appropriate materials. Instructional materials are as diversified as our curriculum and include a variety of print and technological resources used to target comprehension from all angles. Print resource includes high frequency readers created specifically for our ELL's to increase fluency and leveled libraries including bilingual books and picture dictionaries. Our technological resources include Imagine Learning software, Lexia Core 5, smart boards, a variety of learning websites and listening centers. In addition, students are given the opportunity to converse with one another in meaningful and realistic activities, in order to foster both academic growth and self-confidence. All students have access to technology within the classroom such as computer stations used during centers for the lower grades and laptop computer carts used during technology classes for the upper grades and Ipads with educational Apps.

Explicit ELA Instruction

Classroom teachers and the ENL teachers will collaborate periodically throughout the year to ensure that the special needs of each ELL is

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

Explicit ELA Instruction

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

Explicit NLA Instruction

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

3. Describe how 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.

To deliver instruction in content areas, ENL teachers push in to classes as well as pull out students. Our students come from varied backgrounds and therefore receive content area instruction in core academic areas in English. When possible, translations are provided by qualified staff and/or translators in native languages. The ENL teachers provide support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. Together we identify skills and concepts appropriate to the grade, language proficiency level and learning styles of the ELL students. The ENL teacher scaffolds the concepts, in English, taught by the general education teacher to the ELL students.

Our ENL program focuses on developing and teaching students to use academic language skills. Both the teacher and students use

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

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

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

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

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

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

Plans for SIFE

Not applicable

Plans for Newcomers

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

Plans for Long Term ELLs

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

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

7. 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.
A student who has undergone the ELL Identification Process may go through the ELL Re-identification Process. Students who undergo this process will be evaluated based on their needs while receiving the services that are appropriate for supporting their individual needs based on classroom assessments.
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-SWDs continue to have regular involvement in all curricular and extracurricular activities with our school and are supported by a variety of meaningful and diverse programming including visuals arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Instructional strategies such as small group intervention in the core content areas such as math, science, and social studies are supplemented by the ENL and classroom teacher collaboration and the ENL teachers to isolate skills and develop strategies based on the standards within each area and by grade such as common core standards or everyday math standards. There are many instructional strategies and grade level materials that teachers use to provide ELL- SWDs with academic content area support using hands on tactile manipulatives. Our activities are delivered via the smartboard where students can interact with the lesson. ELL-SWDs students also have access to all services offered in the school setting such as guidance ,occupational therapy,physical therapy, and speech services.
9. How 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 the curricular instructional and scheduling flexibility of our school, we meet the diverse needs of our ELL-SWD's by conferencing with service providers and parents to better understand the needs of our students. Many of ELL-SWDs attend afterschool programs that focus on specific skills and strategies. In addition our school is taking initiatives to make sure that ENL teachers become part of the IEP service team and have access to SESIS to ensure that ELL students with disabilities receive mandated services developed during annual meetings. By being part of the process ENL teachers will be able to navigate IEPs and recognize which sections indicate specific services and goals related to those services. By being apart of the IEP team ENL teachers will be able to coordinate their schedules with other service providers to ensure that there is no conflicting schedules that disrupt the services mandated to our ELLs with IEPs.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

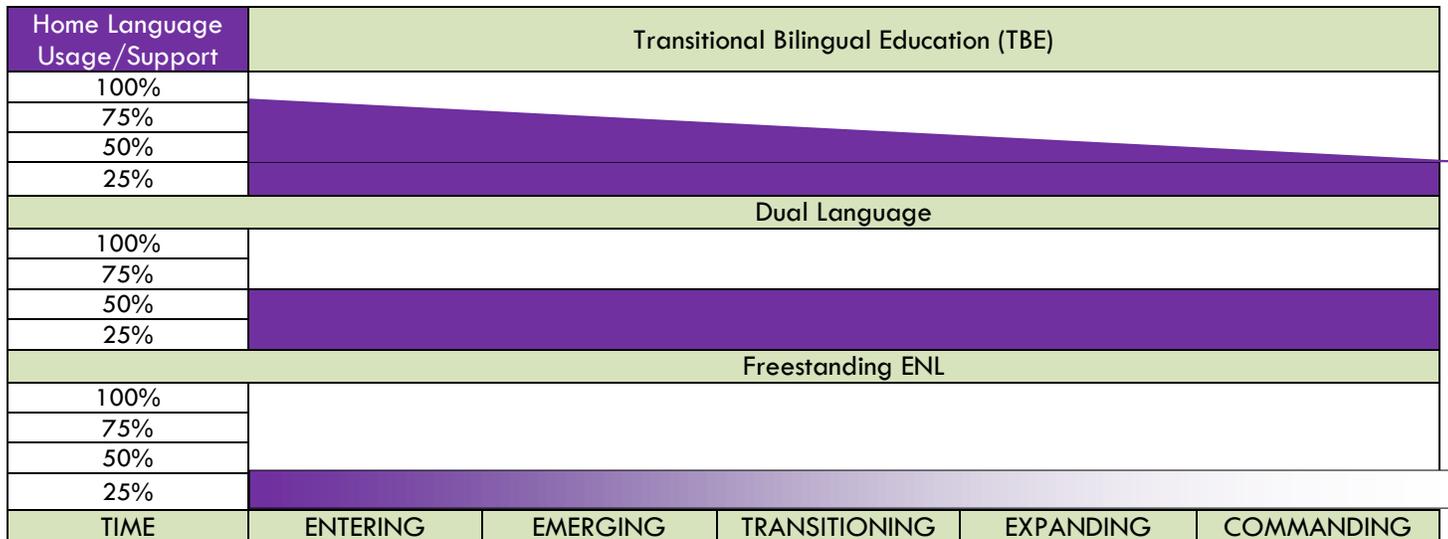


*Note: “other approved services” does not apply to New York City at this time.

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. Intervention in the core content areas such as ELA, math, science, and social studies are supplemented by the ENL and classroom teacher collaboration to isolate skills and develop strategies based on the standards within each area and by grade. This year our school will be using Lexia Core 5, a computer based acceleration program following the RTI model. It focuses on target intervention for ELLs in the areas of phonological awareness, phonics, fluency, vocabulary, comprehension and structural analysis. ENL students will be utilizing Lexia 30 min per day 3-4 times per week. In addition, teachers will be providing RTI intervention to the ELLs' and former ELLs that are not progressing at an appropriate rate in a Tier I setting. Our school will be using Leveled Literacy Intervention (LLI), Recipe for Reading, and Imagine Learning. Computer programs are offered many languages and will be set up based on the students' home language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the previous years NYSESLAT, Math, and ELA data, our students showed strong growth in all subject areas. We will continue to use a similar model for instruction and intervention this school year.
12. What new programs or improvements will be considered for the upcoming school year?
This year our school has adapted a Balanced Literacy approach, Go Math curriculum, Lexia Core 5 and Language Power. Each of these programs provides scaffolding and support for ELLs as well as assessments. Lexia Core 5 will provide ongoing data and lessons to target specific instruction for our ELL students. Language Power is a literacy program designed specifically for ELLs and will be used as a supplemental program during our pull-out time with ELL students. Students will also have a technology period and a drama period.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs, general and Special Education students are afforded equal access to all school programs. They are invited to participate in all afterschool programs offered on Tuesdays and Wednesdays, as well as the Greater Ridgewood Afterschool program which runs everyday until 5:30pm. ELLs will participate in all other school related programs and go on class trips with their classmates as well. Last year our school had an ENL afterschool program on Mondays and Fridays from 2:40-3:40 pm. We plan to continue this afterschool program with the allocated Title III funds for this school year.
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.
We use the following instructional materials to support ELLs: Language Power and Go Math both offer scaffolding materials and differentiated activities for ELLs. Glossaries, literacy leveled books, bilingual and picture dictionaries, word charts, word walls, pictures and other visuals. Imagine Learning and Lexia Core 5 computer programs as well as websites such as ABCmouse.com and Starfall are used to support ELLs during differentiated learning center time.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At this time our school only offers an ENL program. In order to support home language, classroom and ENL teachers utilize bilingual glossaries and native language libraries as well as pictures, word walls, word charts and other visuals.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services and resources correspond to ELLs ages and grade levels. However newcomers are grouped based on their proficiency levels often times a entering. Newcomers in K-2 and 3-5 are grouped together utilizing a Balanced Literacy approach and Language Power. The computer programs Imagine Learning and Lexia are set up by students grade level and proficiency level as well.
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).
Activities for newly enrolled ELLs
When parents/guardians register their children, pedagogical staff members, including the ENL teachers, meet with them to describe the different programs available to English Language Learners. Some of these parents/guardians and students also meet with our Guidance Counselor, Social Worker, School Psychologist, ENL specialists and/or Parent Coordinator to address specific social, emotional, and or academic needs during the registration process. Additionally, on a monthly basis, the Parent Coordinator offers various workshops on different topics such as how to assist their children in school and grade-wide expectations and school policies. ENL teachers also offer various workshops for parents such as strategies to help with reading, math and homework.
19. What language electives are offered to ELLs?
N/A
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.)
Professional development is an ongoing process. Teachers meet weekly to plan, discuss student progress and examine student work. In addition, key information about ELLs is shared to strengthen and support student learning. Common branch teachers, paraprofessionals, special education teachers and ENL teachers meet for monthly planning sessions to discuss strategies that are most effective in supporting ELLs and share their experiences. Our teachers will receive the required amount of professional development hours (15% total hours ELL specific PD for all teachers and 50% total hours ELL specific PD for Bilingual Education and ENL teachers). This professional development schedule will address ENL strategies and will be conducted by the ENL licensed school teachers and administration. These workshops are given to common branch, paraprofessionals, special education teachers, and guidance counselors. In addition, professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal setting initiatives for strategic instruction. Specifically, these workshops focus on the score conversion results that specify the range of ability within speaking, listening, reading and writing designated to each ENL student. Professional development is tracked by teachers signing an attendance sign in sheet to validate their presence at the workshop. A series of professional development has/will be offered to the teachers in a series of workshops on Monday afternoons- October 5 (ELL Instructional Strategies), December 7-Teachers creating materials for the ELL classroom, February 8- ELL strategies and centers for families, March 14-Preparing for the NYSESLAT. These will be available to all staff.
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?
ENL teachers will receive ongoing training at the school as well as at the network on how to effectively teach to the Common Core Learning Standards as well as strategies and best practices for ELL students. Our professional development will include topics that will help teachers and other staff who work with ELLs to help improve the four modalities. ENL teachers and other consultants will provide workshops and turnkey information to help teachers understand mandates for ELLs. Topics include but are not limited to— Background Knowledge & Brainstorming Activity, Supporting ELLs in Mathematics Classroom, Scaffolding the Teaching of Reading, Vocabulary Building, NYSESLAT training, Using Technology to Improve English Language Development and Using Data to Plan Instruction. Our professional development will continue to evolve as we observe and are told by teachers what their needs are to help ELLs succeed. The workshops will follow a format of giving information, i.e. what the research states; a discussion--which includes an activity; and then a question and answer time.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The support we offer staff to assist ELLs as they transition to middle school is to provide workshops that inform staff what programs are offered in middle school. Our school guidance counselor and parent coordinator provide workshops and information to teachers and families to assist ELLs as they transition from elementary to middle school. What type of scores / grades are required for students to get into specialty middle schools / programs are provided to the parents as well. Our staff is provided with workshops to help teachers of ELLs know what is needed for them to succeed in middle school. ENL teachers will also be available to assist parents/guardians with completing necessary documentation in student cumulative folders and make sure ELLs are placed according to their needs.
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.
Our teachers will receive the required amount of professional development hours (15% total hours ELL specific PD for all teachers and 50% total hours ELL specific PD for Bilingual Education and ENL teachers). This professional development schedule will address ENL strategies and will be conducted by the ENL licensed school teachers and administration. These workshops are given to common branch, paraprofessionals, special education teachers, and guidance counselors. In addition, professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal setting initiatives for strategic instruction. Specifically, these workshops focus on the score conversion results that specify the range of ability within speaking, listening, reading and writing designated to each ENL student. Teachers learn a variety of ENL methods that develop the cognitive, academic and content specific English language skills necessary for ELL's in the classroom. The ENL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver instruction to our ELL's. Professional development is tracked by teachers signing an attendance sign in sheet to validate their presence at the workshop.

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?

Schools must individually meet with the parents or guardians at least once a year, in addition to parent-teacher conferences, initial parent orientations, and other scheduled meetings provided for parents or guardians to discuss the goals of the program and their child's language development progress, their child's English language proficiency results and language development needs in all content areas. This meeting should include school staff necessary to inform the parents about the child's language development. A translator is provided when needed by assigned staff or by utilizing the translation services of the DOE. Attendance is recorded and kept on file for all meetings.

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.

When a new ELL enrolls, the parents are informed of the three instructional models available regardless of whether the preferred model is currently offered in the school. Parents are notified to attend orientation where they view the parent orientation video. During the orientation, information is provided on standards, curriculum and assessments. If needed, translations are provided in the language or mode of communication that the parent or guardian best understands using the Translation and Interpretation Unit. The parent is also informed of all three program models at the parent orientation and provided with a parent survey and program selection form to indicate their program choice. The parent must return the completed signed form within 5 school calendar days. All documentation is kept on file as well as in our ELL compliance binder. Parent engagement time every Tuesday is used to meet with parents, make phone calls and write letters to parents regarding their child's progress.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our school is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. Parents in our school are invited to become an active part of the community, including parents of ELL students. This information is made accessible to all families through translated materials sent home and visible throughout the school. Our Parent Coordinator along with the assistance of parents in the Parent Association translate at these events to other parents and families. The Translation and Interpretation Unit are also utilized when needed. The school has also hosted events such as coffee and cake with the principal, family holiday nights, school performances, parent mixers, and fundraisers focused on parent participation. Our school also boasts a very active parent association and has several school leadership team parent members who contribute to planning and goal-setting for the school. Parents are invited on a monthly basis to Family Discovery day where they may visit their child's classroom and take part in the learning activities throughout the day. Our school sends monthly newsletters home and has a Shutterfly website that has a great amount of detailed information about everything that is happening within our school community. The active participation of parents at these events allows us for open communication and to address and supplement parent concerns and needs proactively. Letters home and surveys are also utilized to obtain parent input for those who are unable to attend.

Program features include, but not limited to the translation of flyers, homework packet instructions, emails and web-pages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator partners with the Public Library to provide information about Adult ENL classes to parents of our ELL students. She also offers information about healthcare through the Health Plus organization, financial resources and other organizations that can assist based on the needs of the families.

5. How do you evaluate the needs of the parents?

Parent surveys give valuable information on evaluating the needs of parents, in addition the school receives feedback from parents during parent workshop sessions. Our school has monthly School Leadership Team meetings with parents to discuss any issues or needs. The principal also conducts a coffee with the principal meeting to foster open communication with parents. Parents can also schedule meetings with the parent coordinator and teachers whenever needed as well as communicate via email and phone.

6. How do your parental involvement activities address the needs of the parents?

These activities allow us clearer communication with the parents of a majority of our ELL's to help us better understand and address their needs. Our Parent Coordinator reaches out to parents and has weekly meetings to meet the needs of parents. She works with the principal to address parent issues and concerns at the school. These activities give our parents opportunities to meet with other families, network and learn more information about how they can help their children achieve academic success as well as address family issues or concerns they may have.

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.

Paste response here:

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)
Cheryl-Ann Leone	Principal		10/28/15
Jessica Marciano	Assistant Principal		10/28/15
Eileen Otero	Parent Coordinator		10/28/15
Amy Felix/Amanda Francavilla	ENL/Bilingual Teacher		10/28/15
	Parent		10/28/15
	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		10/28/15
	Coach		10/28/15
	Coach		10/28/15
Jennifer Brosius	School Counselor		10/28/15
Mary Barton	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q306**

School Name: **NYC Academy for Discovery, P.S. 306**

Superintendent: **Ms. Barton**

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.learn DOE.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

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 main source of data used to gather the oral and written language preference of parents at PS 306 is the Home Language Identification Survey (HLIS). The HLIS translated for parents in their preferred language. Every newly admitted child is reported to the ENL staff and their home language survey is scanned for the language indicators outlined in the 2015-2016 NYSITELL testing memo. Any HLIS that meets the testing indicators or remains unclear is then followed up with a one on one interview to clarify or confirm the results. If there are discrepancies due to an incomplete HLIS, the parent is contacted and interviewed in person for more information so that the school can accurately communicate with parents in the language they most prefer.

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.

PS 306 Q has a population of 480 students. The dominant language is English, then Spanish. There are also many other languages such as Mandarin, Chinese, Bengali, Arabic, Urdu and Tagalog spoken by a percentage of the school. On file, there are 106 parents who prefer to receive written communication in a language other than English. This list was distributed to all teachers to ensure that all notes home or memos or any other

forms of written communication are given in the language requested. Although each teacher may be unable to communicate orally with parents in the language they may prefer, PS 306 has several staff members who serve as on-site translators. In addition our school utilizes the DOE translation and interpretation unit for any languages our staff can not provide translation for.

Part B: Creating a Communications Calendar

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.)

Currently written translations services are provided by the staff, since several members of the staff are proficient in Spanish, which is the dominant language being requested for written communication. Translation services are also provided by the NYCDOE Translation and Interpretation Unit. Documents that require translation include student field trip forms, parent-teacher conference announcements, before and after-school program information, upcoming school events, and general letters home to parents. There is a strong parent partnership due to a well organized Parent Association and school leadership team. When available, these parents volunteer to assist in translating both written and oral communication.

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.

Formal face-to-face meetings at P.S. 306 take place four times a year which are the parent-teacher conferences. These parent-teacher conferences occur usually in September, November, March and May. Informal parent interactions include conferences both before and after school, as well as parent workshops occurring once every other month. As part of the new CR Part 154, we will schedule 2 more formal conferences with ELL students to discuss their child's progress in addition to the already existing conferences.

Part C: Providing Language Assistance Services

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.

Currently written translations services are provided by the staff, since several members of the staff are proficient in Spanish, which is the dominant language being requested for written communication. In addition our school also accesses the DOE Translation unit as needed to assist in the translation of emails and webpages to Spanish. There is a strong parent partnership due to a well organized PA and school leadership team. When available, these parents volunteer to assist in translating written communication.

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.

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

Part D: Training Staff on Policies and Procedures

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.)

In order to ensure that all staff members are aware of how to use translation services and over-the-phone interpretation service, a staff meeting is held at the beginning of the school year to inform the staff of the available services. Also, procedures are reviewed before all parent-teacher conferences.

Part E: Providing Notice of Language Assistance Services

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

Our goal is to ensure timely provision of translated documents and oral interpretation services to parents determined to be in need of language assistance. When we are unable to provide written translation in-house, we will complete and submit the Translation Request Form along with the document to be translated one week prior to the date of distribution of the document.

In order to provide oral interpretation services, we have employed a bilingual school aides and a bilingual secretary and a bilingual parent coordinator. When these volunteers are unavailable, or when we have a need for interpretation in other languages, we will utilize the over-the phone service at (718)752-7373 (Ext. 4) when the need to contact a parent arises, or when a parent visits the school for a meeting with the teacher or the administration. When there is a need for on-site interpretation services, we will complete and submit an Interpretation Request Form as soon as the event has been scheduled. Our Parent Coordinator, Yolanda Sandoval, will be responsible for ensuring that translation and interpretation services have been arranged. Our ENL Teachers, Kerry Phelan, Amanda Francavilla and Amy Felix will notify parents of their right to translation and interpretation services. Feedback from parents and increased parental involvement will inform PS 306 staff of its success in providing language assistance to parents and the effectiveness of strategies utilized to engage parents in the school community.

Part F: Monitoring and Quality Control

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

Feedback from parents on the quality and availability of services will be obtained from the parent survey as well as informal feedback from face-to-face meetings with parents.