



DISCOVERY HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 10X549

ADDRESS: 2780 RESERVOIR AVENUE BRONX NY 10468

TELEPHONE: 718-733-3872

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X549 **SCHOOL NAME:** Discovery High School

SCHOOL ADDRESS: 2780 Reservoir Avenue

SCHOOL TELEPHONE: 718-733-3872 **FAX:** 718-733-3621

SCHOOL CONTACT PERSON: Rolando Rivera **EMAIL ADDRESS:** Rivera52@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Teresita Antigua

PRINCIPAL: Rolando Rivera

UFT CHAPTER LEADER: Barbara Feldman

PARENTS' ASSOCIATION PRESIDENT: Yesenia De la Cruz

STUDENT REPRESENTATIVE: Eddiana Hernandez
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Fordham University

SSO NETWORK LEADER: Margaret Struk

SUPERINTENDENT: Elena Papliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rolando Rivera	*Principal or Designee	
Barbara Feldman	*UFT Chapter Chairperson or Designee	
Yesenia De la Cruz	*PA/PTA President or Designated Co-President	
Lynn Gonzales	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jason Concepcion	DC 37 Representative, if applicable	
Eddiana Hernandez Charlie Aquino	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tanya Caldwell	Member/ Teacher	
Clare Odell	Member/Teacher	
Heather Stutzenstein	Member/Teacher	
Teresita Antigua	Member/APO/Chairperson	
Milagros Marte	Member/Parent	
Loretta Scott King	Member/	
Rafaela Munoz	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Discovery High School (10X549) is located at 2780 Reservoir Avenue, Bronx, NY 10468. Discovery is a vibrant, PSO (Partnership Support Organization/Fordham University), high school that was established in the Walton Campus building in September of 2003. The student population is 449 ninth, tenth, eleventh, and twelfth graders, which are served in a building that houses close to 3,500 students. The gender distribution is 49.88% male and 50.11% female.

The majority of students are Hispanics with a representation of 69.38%, followed by Blacks 26.98%, Asian/Pacific Islander 1.58%, American Indian/Alaskan .90%, White .68%, and Multi-Racial .45%.

82 Discovery students, 18.5 % of the student population, are English Language Learners (ELLs). 51 Discovery students, 11.53 % of the student population are in Special Education self contained classes. 31 Discovery students, 7.3% of the student population receives SETTS support.

Discovery High School is an arts integrated high school that has four pillars: Academic Rigor, Creativity, Technology and Collaboration. In the first year, 'Discover Myself,' students learn about themselves, their skills, their strengths and weaknesses. In the second year, 'Discover My Community,' students learn about the local community. In 'Discover My World,' students learn, in their third year, about their larger community. In their senior year, 'Discover My Future,' students reflect on their high school experience and on themselves, their community and their world so they may apply their skills and experiences to future planning. Each year, students focus on a different creative/technical art elective. Students receiving an Advanced Regents Diploma will take a second advanced class and/or a creative/technical arts internship. We offer a variety of in-school and after-school academic, creative, technological and collaborative activities.

The neighborhood surrounding Discovery HS is Kingsbridge Heights. Kingsbridge Heights is a working class residential neighborhood geographically located in the northwest section of the Bronx in New York City. The neighborhood is part of Bronx Community Board 8. Its boundaries are Van Cortlandt Park to the north, Jerome Avenue to the east, Kingsbridge Road to the south, and the Major Deegan Expressway to the west. Sedgwick Avenue is the primary thoroughfare through Kingsbridge Heights. Zip codes include 10463 and 10468. The area is patrolled by the 50th Precinct located at 3450 Kingsbridge Ave in Kingsbridge. Kingsbridge Heights has a population over 35,000. The neighborhood has a high concentration of Dominicans especially in the southern and central sections of the neighborhood in these two areas over 30% of the population lives below the poverty line.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Discovery High School						
District:	10	DBN:	10X549	School BEDS Code:	321000011549		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		82.9	82.4	85.0
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		95.2	93.2	93.0
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		78.7	74.4	77.7
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		6	1	60
Grade 9	151	253	279	Recent Immigrants - Total Number:			
Grade 10	110	59	89	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	73	75	41		15	14	12
Grade 12	33	53	38	Special Education Enrollment:			
Ungraded	0	2	1	(As of October 31)	2006-07	2007-08	2008-09
Total	367	442	448				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	38	60	57	Principal Suspensions	26	26	17
# in Collaborative Team Teaching (CTT) Classes	1	0	0	Superintendent Suspensions	10	13	32
Number all others	20	38	28	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
(BESIS Survey)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	43	61	57	Number of Teachers	21	28	25

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	15	8	Number of Administrators and Other Professionals	6	9	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	13	34	59	% fully licensed & permanently assigned to this school	100.0	96.4	96.0
				% more than 2 years teaching in this school	19.0	7.1	36.0
				% more than 5 years teaching anywhere	38.1	32.1	32.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	82.0	72.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.9	100.0	95.0
American Indian or Alaska Native	0.5	0.4	0.4				
Black or African American	29.2	25.3	27.0				
Hispanic or Latino	68.4	72.0	69.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	1.4	2.0				
White	1.4	0.9	0.7				
Male	51.2	51.1	48.7				
Female	48.8	48.9	51.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X	√	√
Ethnicity							
American Indian or Alaska Native							
Black or African American					√	√	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander							
White					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					X	√	
Student groups making AYP in each subject		0	0	0	2	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	76.9			Quality Statement Scores:			
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

ELL Students have not scored as well as mainstream students—on scholarship reports, and in terms of score ranges on their Regents examinations (i.e., not enough students are passing with an 85 or above).

A review of the State Report Card will indicate that Discovery has not met its AYP goals in English—in terms of the whole school, Hispanics, and Economically Disadvantaged.

A subsequent review of the aforementioned document will also indicate that Discovery has not met its AYP Goals in Math: in terms of the whole school and economically disadvantaged students.

Some of the Greatest Accomplishments over the years:

2 years of A (and the increase that was made)

23 students received an Advanced Regents Diploma (over 3 from the previous year)

Regents Diploma

Significant Aids to the school's continuous improvement

A Data-Driven Culture: DHS has sundry built-in structures (across the school-wide goals) that allow for constant analysis of multiple and diverse sources of student-level data to increase and improve student achievement. Discovery's teachers are perpetually engaged in monitoring and revising their instructional practices to ensure that their instructional goals and strategies are aligned efficaciously, that goals are aligned with their analysis of the student data, and that there are systems in place to measure student progress on an interim and long-term basis.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal # 1: By June 2010, there will be an increase of 10% of students who are currently in level 1/2 to levels 3/4 on the NYS English Regents Examinations.

Goal #2: By June 2010, there will be a 15% increase on the Integrated Algebra Regents from Level 1/2 to Level 3/4 for economically disadvantaged students as compared to last year's cohorts' results.

Through various professional learning communities in the school—such as SLT and Inquiry groups—as well as an examination of our current state report card (which indicates that the school has not meet our AYP for English in all three major categories and Math in two categories)—we have identified a need to close the achievement gap in English and Mathematics—in terms of all students, as well as economically disadvantaged and Hispanic (for English). As a result, we have created two different inquiry teams (for English and math, respectively), targeted professional development workshops, and an organic instructional program that will assist all students so that they will perform well on the NYS English and Math Regents and increase their academic performance and progress in these two particular subject classes.

Goal #3 For Limited English Proficiency students (LEP), there will be a 15% increase in terms of passing percentage on the writing section of the NYSESLAT for ELL students (as compared to last year) by June 2010.

Through an analysis of the quantitative and qualitative data gathered on ELL students, Discovery's professional learning communities have determined that this particular subgroup is not closing the achievement gap. As a result, we are focusing a great deal of instructional attention on this particular subgroup.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA Achievement Gap

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase of 10% of students who are currently in level 1/2 to levels 3/4 on the NYS English Regents Examinations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Students who have not yet passed the English Regents are placed in a preparatory class that is constructed for the sole purpose of helping them pass the NYS English Regents Examination. 2. Students in the cohort of 2010 will be required to attend after-school tutoring to prepare for the English Regents examination. 3. Important information regarding the English Regents will be disseminated to parents, teachers, faculty members, and the students themselves. 4. Twice-weekly one-on-one pedagogical conferences between the principal and the teachers of English will be conducted. 5. Two to three times a week all English teachers will be informally visited and provided feedback as it relates to their implementation of the content of the professional development workshops and the focus of the one-on-one pedagogical conferences. 6. All components of the instructional program at Discovery—professional development, one-on-one pedagogical conferences, informal visitations, etc.—will be aligned to one another as they relate to the state standards and the pre-requisite content mastery and skill acquisition inherent in the English Regents. 7. The principal will teach the cohort English Regents Prep class of 2010 and use this class as a lab-site to teach the teachers of English on a daily basis; the English teacher of the Regents Culminating Course will observe him on a daily basis. 8. Weekly targeted professional development workshops for English teachers (in addition

	<p>to the regular professional development workshops) will be conducted by the Principal of the school.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tutoring—after school and on Saturdays NYSTL Money: Books and Study Guides</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>RCOS reports from January, June, and August 2010 will indicate an increase of 20% of Levels 3 for cohort 2010.</p>	

GOAL # 2

Math Achievement Gap

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal #2:</u> By June 2010, there will be a 15% increase on the Integrated Algebra Regents from Level 1/2 to Level 3/4 for economically disadvantaged students as compared to last year’s cohorts’ results.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none">1. The instructional cabinet will meet with Aussie Coach to identify specific professional development needs and develop a targeted plan where the Coach will:<ol style="list-style-type: none">a. Prepare and facilitate Professional Development Workshops for the teachersb. Hold One-on-One pedagogical conferences with the teachersc. Conduct Informal Visitations of the teachers and subsequently provide teachers with feedback regarding the implementation of the components of the professional development workshops and focus of the instructional intensivesd. Deliver demonstration lessons to the department teachers to illustrate best instructional practices in mathematics.2. Teachers will create and implement Periodic Assessment Analysis of examinations whose content and skills are aligned to the state standards and the inherent requirements in the culminating Integrated Algebra and Geometry examinations.3. Counselors and teachers will identify students who need additional time and support to be successful on their math tests and Regents.4. Teachers will conduct After-School and Saturday Tutoring Sessions with the students who are identified as “off-track” and in need of additional remediation.5. In the spring, there will be an additional integrated algebra class created to truncate the class sizes.6. Instructional leaders and teachers and the Aussie Coach will reevaluate of the curriculum to ensure the most efficacious and efficient alignment to the state standard and inherent requirements in the culminating regents examinations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Hired Aussie Coach Tutoring—after school, during school time (coverage pay), and on Saturdays Contract for Excellence: Classroom Size Reduction</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

As compared to last year, RCOS reports will indicate an increase in the aforementioned measurable objective.

Goal #3:

Subject/Area (where relevant): ELL Achievement Gap

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For Limited English Proficiency students (LEP), there will be a 15% increase in terms of passing percentage on the writing section of the NYSESLAT for ELL students (as compared to last year) by June 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Discovery will create an inquiry team to identify particular literacy learning issues that ESL students are having and create goals and strategies to address those academic issues.</p> <p>One teacher from each grade level, our ESL teachers, as well as the assistant principal of instruction and the principal, will meet twice a week to engage in action research; this body will do the following:</p> <ul style="list-style-type: none">• Examine a representative sample of student work from ESL students• Propose a problem that addresses the issues inherent in the ESL—particularly as they relate to literacy• Construct a goal to address the problem posed• Enact a series of strategies to actualize the goal• Periodically assess the efficacy of the goals and strategies through timely, benchmarked pre-determined intervals <p>Additionally:</p> <ul style="list-style-type: none">• Teachers will apply particular protocols to examining student work to determine areas that need improvement as well as current strengths in terms of literacy• Read research literature and be provided professional development on best practices in action research and examining student work• Construct protocols/matrices/rubrics/exemplars to examine student work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title III/Contract for Excellence Tutoring/ELL Classes/PD for ELL Strategies</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

The NYSESLAT results will demonstrate an increase of 15% on the writing portion of this test.

The Inquiry team will construct a rubric that delineates the criteria of what constitutes an effective completion of an assignment; the members of this group will also develop, where appropriate and possible, exemplars of what constitutes good work. These exemplary models and rubrics, coupled with periodic assessments given in six week cycles, will be used to evaluate the products that are examined during the inquiry team meetings.

Weekly observations of teachers' lesson plans and delivery will exemplify the practices that will be enacted

Student work samples will indicate growth from one cycle to next (in four week cycles)

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	279	279	279	279	279	As needed		
10	89	89	89	89	89	As needed		
11	41	41	41	41	41	As needed		
12	38	38	38	38	38	As needed		

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All students in grades 9-12 receive tutoring opportunities during and after school, as well as on the weekends, for additional support. At the 11 th grade level, all students receive two different but interconnected English classes to provide them with the time and support they need to successfully pass the English Regents.
Mathematics:	As with English, students in grades 9-12 receive tutoring opportunities after school, during school, and on the weekends. At the 11 th grade, specific students who have been identified (because they need to pass the Regents) are taking double period classes.
Science:	Students in need of additional time and support for science receive tutoring during the aforementioned time periods: during and after school and on Saturdays.
Social Studies:	Students in need of additional time and support for Social Studies receive tutoring during the aforementioned time periods: during and after school and on Saturdays.
At-risk Services Provided by the Guidance Counselor:	Students who need individual or group counseling services are provided these services during their elective periods, lunch, and gym.
At-risk Services Provided by the School Psychologist:	The psychologist evaluates students with Individualized Learning Plans.
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.



Discovery High School



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Rolando Rivera, Principal

Bill Gladstone, Asst. Principal, Supervision

Terri Antigua, Asst. Principal, Organization

Language Allocation Policy 2009-2010

Part 1: School ELL Profile

Discovery High School (10X549) is located at 2780 Reservoir Avenue, Bronx, NY 10468. Discovery HS is a vibrant, partnership organization high school that was established in the Walton Campus building in September of 2003. The student population is 449 ninth, tenth, eleventh, and twelfth graders, which are served in a building that houses close to 3,500 students. The gender distribution is 49.88% male and 50.11% female.

ELL students at Discovery High School represent 18% (82 students) of the total student population. Our English Language Learners represent an ethnically diverse population. Languages represented are Spanish, Albanian, Arabic, Urdu, Bengali, Twi, and Afroaisatic.

According to the New York State English as a Second Language Achievement Test, the percentage of students scoring at the various levels of language proficiency is as follows:

9th-12th grade: Beginner 12% Intermediate 48% Advanced 40%

The Discovery High School Language Allocation Policy Committee is composed of Rolando Rivera (Principal), Teresita Antigua (APO and ESL Coordinator), Karina Sanchez (Parent Coordinator), Maria Joseph (Guidance Counselor), Jennifer Trujillo (ESL Teacher), Loretta Scott King (parent), Catherine Stanford (Literacy Coach).

Discovery has a Freestanding English as a Second Language program run by a certified ESL teacher. During the 2009-2010 school year, the ESL program will support approximately 82 ELLs at the Beginner, Intermediate, and Advanced levels. A one-semester Transitional ESL class will be provided for ELLs who reached proficiency on the previous year's NYSESLAT. Since all instruction is provided uniquely in English, the ESL teacher uses differentiation and scaffolding strategies in the classroom to make input comprehensible to each student regardless of his or her level of English. The ESL teacher works with each content area teacher to incorporate these strategies. The ESL program follows Discovery's model of using arts and technology integrated, project-based instruction to provide ELLs with the appropriate skills needed for their language development across the modalities, as well as for their success on standardized assessments such as the NYSESLAT and Regents Examinations.

Part II: ELL Identification Process

Upon initial arrival to Discovery High School, the parent(s)/guardian(s) meet with the ESL certified teacher (Jennifer Trujillo). During the interview process parents must complete a Home Language Identification Survey (HLIS), an informal oral interview in English and in the native language (where translation services are available), and a Parent Survey determine if a language other than English is spoken at home. If it is determined that a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R) exam. Students found to be limited English Proficient are eligible for a Transitional Bilingual Program, Dual language or Freestanding English as a Second Language (ESL) program. Parents of eligible children have the right to choose the program their child will participate in. Discovery High only offers an ESL program run by a certified ESL teacher. Parents of students that are bilingual can OPT to receive ESL instruction and the student will remain at Discovery High School. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several multi-media orientation evenings (with translators present) in which parents are informed on the various program choices for their children.

Additionally, parents are offered individual appointments at their convenience to discuss their options, and visit the ESL classes. As Discovery provides only a freestanding ESL model, the majority of parents choose this option. A small percentage of parents have opted to transfer their children to a school with bilingual program choices. Past year trends show that parents are generally encouraged by their children's progress in acquiring mastery in English and are satisfied by our ESL program.

During the spring of each year, ELL students are administered the NYSESLAT Examination. According to 2008 NYSESLAT data, our ELLs show considerably greater skill in the Listening and Speaking modalities than in the Reading and Writing modalities.

Also, the Periodic Assessments given twice yearly allow the instructional team to have access to a more timely evaluation of ELL's strengths and weaknesses in the four modalities, and then use these evaluations to inform instruction.

Supplementary instructional materials used are leveled novels of various literary genres, Integrated Algebra/Geometry/Math B Curriculum, The Living Environment, Chemistry, and Environmental Studies Curriculum, Global History and History Alive Curriculums, Spanish and English Dictionaries.

Part III: ELL Demographics

The following represents the number of ESL self contained students by grade level:

	9th Grade	10th Grade	11th Grade	12th Grade
Beginner	5	2	0	3
Intermediate	19	7	11	5
Advanced	10	6	8	6

Discovery offers 20 ungraded, homogeneous ESL periods/classes a week and 5 periods/classes of ELA instruction by certified ELA teacher.

Proficiency Level	Mandated Units	Units Serviced
Beginner	3 Units of ESL (540 minutes a week)	Daily Double Period ESL Instruction (108 minutes a day=540 minutes a week)
Intermediate	2 Units of ESL (360 minutes a week)	Daily Double Period ESL Instruction (96 minutes a day= 480 minutes a week –exceeds mandate)
Advanced	1 Unit of ESL (180 minutes a week)+ 1 Unit of ELA (180 minutes a week) = 360 minutes a week	Daily ESL period (48 minutes a day = 240 minutes a week) + Daily ELA period (48 minutes a day=240 minutes a week)= 480 minutes a week –exceeds mandate)

Discovery has created an inquiry team that addresses the issues related to our ELL population. This inquiry-group uses an action research model to determine what current issues the students are having, ways to address these issues, and methods of monitoring and revising our instructional practices to ensure that students are successfully mastering content and acquiring skills.

Parental support is part of student achievement but we understand that it can be difficult for our ELL parents, who like their children, not speaking or understanding the English language, become frustrated and opt to distance themselves from the school. Discovery High School is always trying to increase parent involvement in the school so for our Ell parents we have instituted the following:

- 1) Bilingual Parent Coordinator that greets all parents upon arrival to the school and is able to direct them as need be.
- 2) Bilingual Secretary answers phone calls made to the school.
- 3) ELL parent participation in Parent Association, School Leadership Team, Attendance Committee.
- 4) Snap Grades online grade/attendance reporting grade book offers Spanish language translation.
- 5) All written communications are translated.
- 6) Parent Workshops on computer literacy.
- 7) Collaboration with school based Montefiore Clinic to provide health related information and resources to parents.
- 8) During the Fall and Spring Parent Teacher Conferences, the ESL teacher meets with ELL parents and conducts and interview for Quality Assurance purposes and to identify the needs of parents.

Part IV: Assessment Analysis

It is apparent across all grade levels that our Advanced and Intermediate ELLs have a specific need for reading and writing enrichment to support them in moving toward proficiency. Having identified these areas, the English and ESL teachers have collaborated to develop scaffolded and differentiated reading-and-writing-intensive curricula for all ELA and ESL classes. The writing assignments and texts chosen resemble and have embedded within them skills needed for students to reach proficiency on the NYSESLAT and the English Regents Examination. The curricula are scaffolded appropriately to provide rigorous reading and writing workshops targeted towards building long-term ELL's (the majority of Discovery's ELL population) proficiency in those modalities. For newcomer ELLs, the curriculum is modulated to incorporate each of the four modalities evenly and is infused with content-literacy units to build skills and strategies in core subject areas.

Scholarship Reports Analysis (Data Collected on ELL Population for the 2008-2009)

Content Area	ELL Passing Percentage	Mainstream Passing Percentage
English	52.78	
Math	61.55	
Science	52.11	
Social Studies	50.47	

Regents Examination Analysis (Data Collected on Current 82 ELL Students)

Test Area	Attempted	Passed
English	7	3
Social Studies	26	17
Science	19	11

Math	27	11
Foreign Language	17	17

In analyzing both scholarship and Regents examination data in the 2008-2009 school year, it is evident that Discovery's ELLs are in need of greater support in Math, Social Studies, Science, and English. Results indicate they are performing below the Mainstream population, with the exception of the Foreign Language Regents (passing scores ranging from 85-99), administered in their Native Language.

In the case of supporting the Newcomers (13 students: 16% of total ELL population), ELLs /4-6 years (21 students : 26% of student population), SIFE (12 students: 15% of total ELL population), and Long-Term ELLs (48 students: 59% of ELL population) , Discovery has a teacher trained in a targeted reading and writing intervention program for students who are either illiterate or function at a level of literacy detrimental to their achievement in mainstream content-area classes.

Special needs ELLs (13 students: 16% of total ELL population) receive the appropriate allocation of ESL and Special Education services as mandated by their language level and I.E.P. requirements. The ESL teacher and Special Education teachers conference once per marking period on the progress of each special needs ELL as well as to discuss instructional objectives and appropriate instructional strategies. Progress sheets from each special needs ELL's content-area teachers are reviewed during these conferences.

According to the RHLA (ATS Report) Discovery High School has 82 ELL's (74 Spanish, 2 Albanian, 1 Afroasiatic, 1 Arabic, 1 Bengali, 1 Twi, 1 Urdu, and 1 Vietnamese). See grade distribution below:

Language	9th Grade	10th Grade	11th Grade	12th Grade	Total
Afroasiatic		1			
Albanian	2				
Arabic	1				
Bengali		1			
Spanish	44	21	8	1	
Twi		1			
Urdu	1		1		
Vietnamese					

Academic language is planned and implemented after careful review of the data generated from Acuity, Regents, NYSESLAT, ARIS, and teacher prepared assessments. All data is translated into histograms to identify and track patterns and trends for the ELL group and also how they are faring alongside the Mainstream population. These reports are kept in labeled binders and used to differentiate instruction and address areas noted in need of improvement.

After reviewing the ELL population's assessments, the LAP committee develops recommendations to implement educational strategies to ensure that appropriate methodologies are utilized by the educators who serve the ELL's. Some preliminary areas noted to be improved upon include but are not limited to: focus on writing skills and reading comprehension.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9,10,11,12 Number of Students to be Served: 82 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Part 1: High Quality Instructional Title III Program

Discovery High School's instructional program is targeting all 82 ELL Students. The instructional program will be offered in English, after school Mondays to Thursdays from 3:45pm until 5:15pm. The certified ESL teacher will provide instruction and assist other certified content area teachers to provide this supplementary academic service to LEP students. Students will be assisted in acquiring English as a Second Language and achieve the same educational goals as the mainstream population.

Part 2: High Quality Professional Development

Discovery will create an inquiry team to identify particular literacy learning issues that ESL students are having and create goals and strategies to address those academic issues.

One teacher from each grade level, our ESL teachers, as well as the assistant principal of instruction and the principal, will meet twice a week to engage in action research; this body will do the following:

- Examine a representative sample of student work from ESL students
- Propose a problem that addresses the issues inherent in the ESL—particularly as they relate to literacy
- Construct a goal to address the problem posed
- Enact a series of strategies to actualize the goal
- Periodically assess the efficacy of the goals and strategies through timely, benchmarked pre-determined intervals

Additionally:

- Teachers will apply particular protocols to examining student work to determine areas that need improvement as well as current strengths in terms of literacy
- Read research literature and be provided professional development on best practices in action research and examining student work
- Construct protocols/matrices/rubrics/exemplars to examine student work.

Part 3: Description of Parent and Community Participation

Parental support is part of student achievement but we understand that it can be difficult for our ELL parents, who like their children, not speaking or understanding the English language, become frustrated and opt to distance themselves from the school. Discovery High School is always trying to increase parent involvement in the school so for our ELL parents we have instituted the following:

- 1) Bilingual Parent Coordinator that greets all parents upon arrival to the school and is able to direct them as need be.
- 2) Bilingual Secretary answers phone calls made to the school.
- 3) ELL parent participation in Parent Association, School Leadership Team, Attendance Committee.
- 4) Snap Grades online grade/attendance reporting grade book offers Spanish language translation.
- 5) All written communications are translated.
- 6) Parent Workshops on computer literacy.
- 7) Collaboration with school based Montefiore Clinic to provide health related information and resources to parents.
- 8) During the Fall and Spring Parent Teacher Conferences, the ESL teacher meets with ELL parents and conducts and interview for Quality Assurance purposes and to identify the needs of parents.
- 9) Tickets to trips to theater productions based on literary titles discussed with students and cultural trips to areas of historical value/significance.
- 10) Refreshments served at meetings/workshops

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

In an effort to improve content area instruction for all ELL's at Discovery High School, the ESL Coordinator plans to continue a series of in house professional development sessions to guide teachers through the process of learning content literacy strategies and ESL methodologies, infusing them into curricula, and implementing them in classrooms. The professional development series commenced during the 2005-2006 school year and generated collaboration and growth among content area teachers. In addition the ESL teacher receives intensive training on a weekly basis with the Principal to aide in the planning of lessons that incorporate strategies that maximize learning in our ESL classrooms.

Form TIII – A (1)(b)

School: Discovery High School _____ **BEDS Code:** 321000011549

**Title III LEP Program
School Building Budget Summary**

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) - Per session - Per diem	\$8281.74	166 hours of per session for ESL and General Ed teacher to support ELL Students: 166 hours x \$49.89 (current teacher per session rate with fringe) = \$8281.74
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,500	Listening Library, Leveled Books, Classroom Supplies
Educational Software (Object Code 199)		

Travel		
Other	\$1,500	Parental Involvement: Tickets to shows/cultural events and refreshments for meetings/workshops.
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
The language of the parent is determined by various sources: language noted on ATS, at the initial meeting at the school or via a phone conference, and through the responses of the Parent Survey. Subsequently Discovery High School implements Chancellor's Regulation A-663 with regards to translations and available resources.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
According to the RHLA (ATS Report) Discovery High School has 82 ELL's with 74 families who speak Spanish, 2 families speaking Albanian, 1 family speaking Afroasiatic, 1 family speaking Arabic, 1 family speaking Bengali, 1 family speaking Twi, 1 family speaking Urdu, and 1 family speaking Vietnamese.

Discovery High School needs oral interpretation for meetings and events—before and after school (such as Parent/Teacher conferences, PTA meetings, Open Houses, etc.)—in Spanish, the school's dominant second language. Phone calls to the home regarding various student matters (attendance, illness, behavior, academic performance, etc.) are available in Spanish, which as noted above from the data in the RHLA report is the most represented language.

Attendance at meetings and parent conferences as well as the RHLA report on ATS has demonstrated our need to continue to improve outreach efforts with our parents of English Language Learners. The issues of written translation and oral interpretation have been broached at staff and faculty-wide, School Leadership, and Lead Instructional Team meetings so that representatives of each group of the school (students, staff, faculty, parents, and administrators) had the opportunity to share the areas of need perceived in their specific branches of the school's operation.

Part B: Strategies and Activities

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

Discovery High School has numerous support staff members who can translate text into Spanish.

All letters, memoranda, and literature to be sent to parents will be given to the in-house translators (Spanish language) a minimum of five days prior to their scheduled mailing.

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

Discovery translates regular written correspondence into Spanish and if necessary uses the services of the DOE's Translation and Interpretation Unit for other languages. Every office and content area department have bilingual personnel that provide oral interpretation services during parent meetings, conferences, and workshops.

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

All parents are informed of their rights to translation services in writing. Posters giving information about the DOE's translation services are posted in the Welcome Center (room 254). The Welcome Center is considered the main office where serves as the first contact point for all visitors. The Parent Coordinator is also the facilitator of this information to parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$519,867	\$17, 871	\$537,738
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,198		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$108	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,993		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$965	
6. Enter the anticipated 10% set-aside for Professional Development:	\$51,991		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1787	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____95%_____

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Discovery High School plans to in the future only hire highly qualified teachers and assist current under qualified status teachers acquire necessary certification to become highly qualified within this school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



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School Parental Involvement Policy

I. General Expectations

Discovery High School agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of Title I eligible students.
2. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
3. The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
4. The school will carry out programs, activities and procedures in accordance with the following definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring—

- a. that parents play an integral role in assisting their child's learning*
- b. that parents are encouraged to be actively involved in their child's education at school;*
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d. the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*
- e. The school will inform parents of the purpose of the Welcome Center by the Parent Coordinator.*

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Discovery High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - a. Present at a parent meeting the information regarding the District Parental Involvement Plan. For parents not in attendance a mailing of the informational letter regarding the District Parental Involvement Plan, its importance and a request for parental involvement.
 - b. Parent Survey available at the Welcome Center to be completed by parents arriving at the school. The survey will among other things ask parents what are school wide concerns they may have and what are the areas that they would be interested in receiving information on.
 - c. Daily communication with parents via telephone, e-mail, Snap Grades online grade book, online School Messenger system.
2. Discovery High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - a. Through various parent forums (PA meetings/ Parent Conferences/Parent Workshops) Invite parents provide information and resources on school wide events:
 - a. Progress Report Results
 - b. New York State Report Card
 - c. School Quality Review
 - d. Learning Environment Survey

- e. Data Analysis of student progress by cohort and subgroup
3. Discovery High School will coordinate and integrate parental involvement strategies in Title Part A with parental involvement strategies under the following other programs:
 - a. Frequent (monthly mailings and simultaneous distribution to students during their 4th period class) of parent calendars with dates noted of all school level team meetings. Calendar serves as an open invitation to parents.
 - b. Provide for flexible meeting times (evenings and weekends) to accommodate parents with work schedule or child care issues.
 4. Discovery High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, by implementing the following activities:

Understanding of Key Information to Make Informed Decisions:

 - a. Distribute national standards and Discovery High School's promotional criteria.
 - b. Distribute Examinations Schedule for each grade level.
 - c. Parent Meeting with Guidance Counselor to discuss if their child is on track or off track (transcript evaluation) and develop plan of Action for student progress.
 - a. The above noted action plan will consist of parent tracking of attendance and grades on Snap Grades online grade/attendance reporting system.
 - b. Registration of student in PM School/Saturday Academy for credit recovery and or Regents/RCT preparation.
 - c. Fostering of communication with teachers (email/phone).
 - d. Computer Literacy Training and Informational Sessions will be held as needed by Parent Coordinator, In House Technology Specialist, Teachers, Guidance Counselors, and any other Discovery/District/Network personnel knowledgeable in said topic.
 - e. Host events to celebrate diversity and encourage a positive school climate.
 5. The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
 - a. Include parents in the development and managing of aforementioned workshops that will be held for the parents.
 - b. Train educators on how to improve their communication and outreach efforts with parents.
 - c. Continue improving the Welcome Center with insightful resources for parents.
 6. The school will take the following actions to ensure that information related to the school and

Parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- a. All materials will be disseminated in English and Spanish.
- b. In house translations will be available at the school for any additional explanations or clarifications needed on disseminated materials.

III. Discretionary School Parental involvement Policy Components

Other activities may include:

- a. training parents to enhance the involvement of other parents;
- b. in order to maximize parental involvement and participation in their children's education,
- c. arranging school meetings at a variety of times, or conducting in-home conferences between
- d. teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- e. adopting and implementing model approaches to improving parental involvement;
- f. developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- g. providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with parent coordinator, parents of children participating in Title I, Part A programs, as evidenced by discussions at PA and SLT meetings. This policy was adopted by Discovery High School on September 22, 2009 and will be in effect for the period of September 2009 to June 2010.

The school will distribute this policy to all parents of participating Title I, Part A children on or before November 5, 2009.

(Signature of Principal)

(Date)

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

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



Discovery High School



On the Walton Campus
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Ph.: (718) 733 – 3872 Fax: (718) 733 - 3621
The Bronx's Arts-Integrated High School
<http://www.discoveryhs.org>

Rolando Rivera, Principal

Bill Gladstone, Asst. Principal, Supervision

Terri Antigua, Asst. Principal, Organization

School Parent Compact

As part of Discovery High School's commitment to comply with Title I mandates and provide students with the highest standards and quality of education, we enter into this compact with the parents of our school to ensure student academic success.

Discovery High School commits to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

Discovery High School commits to maintaining the services of the Welcome Center where parents can come at any time and volunteer their time and to receive the required services/information by school personnel.

Discovery High School commits to hold frequent parent meetings/conferences/workshops (during varied and flexible times: evenings/weekends) where Title I mandates/program guidelines, school wide plans/issues/concerns are presented and parents are part of the process. Information will be presented in a comprehensible manner in the parent language, whenever possible.

Discovery High School commits to develop team building professional development activities among school personnel and parents to improve lines of communication and increase parent involvement in the school community. Activities will include the learning or mastery of skills (computer literacy, instructional best practices) that will build capacity among all stakeholders.

Discovery High School commits to provide current student progress/assessment information through SnapGrades (online grade book), ATS, HSST (report cards), and ARIS.

Discovery High School commits to communicate with parents via monthly mailings (letter from the Principal, calendar, and upcoming events), emails from school personnel, and phone calls from the Parent Coordinator, Guidance Counselors, Dean's Office, Parent Association and SLT meetings.

As a Discovery High School parent I commit to make sure that my child comes to school on time daily and participates in all credit recovery and Examination preparatory classes, with the necessary tools to complete class work.

As a Discovery High School parent I commit to monitor my child's study habits at home and discussing what is happening in school frequently.

As a Discovery High School parent I commit to being an active participant in the school community by: attending meetings, communicating with school personnel, and providing feedback.

As a Discovery High School parent I commit to familiarizing myself with Discovery High School's promotional criteria, my child's goal setting action plan, curriculum, and instructional strategies to better assist my child.

As a Discovery High School parent I commit to accept the shared responsibility of my child's academic performance.

Our collaborative goal is to fulfill the above noted expectations and support our students in their endeavor of pursuing an education that will lead them into a future of distinction and promise.

Principal Signature, Date

Parent Signature, Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
ELL Students have not scored as well as mainstream students—on scholarship reports, and in terms of score ranges on their Regents examinations (i.e., not enough students are passing with an 85 or above).

A review of the State Report Card will indicate that Discovery has not met its AYP goals in English—in terms of the whole school, Hispanics, and Economically Disadvantaged.

A subsequent review of the aforementioned document will also indicate that Discovery has not met its AYP Goals in Math: in terms of the whole school and economically disadvantaged students.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
With most of our students scoring at levels 1 and 2 we have a very high population of Title 1 students. In order to be able to best serve them we have offered all our AIS services to all students in all grades. By carefully analyzing grade reports we will be able to monitor student progress and redirect our efforts if need be.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Discovery High School offers after school classes, Saturday Academy, tutorial services during lunch period, and a Summer School program.
 - Help provide an enriched and accelerated curriculum.
 - Discovery High School has an Honors group at each grade level where students travel together throughout the day and receive academically rigorous honors level instruction in all content areas.
 - Meet the educational needs of historically underserved populations.
 - Full time certified ESL teacher provides a comprehensive instructional plan to all mandated ELL student.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Discovery High School has 3 full time Guidance Counselors that allows for more individualized attention for students.
 - Discovery High School works with Lehman College in college awareness and preparedness activities for students.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- i. Discovery High School is working towards increasing our highly qualified staff by building relationships with college teacher preparatory programs (Master's Degree Program) to increase the pool of highly qualified applicants.
- ii. Discovery High School has an in house professional development program.
- iii. Discovery High School's goal is to have 100% of its staff highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- i. Staff at Discovery High School engage in a professional development that includes observations, one on one intensives, review of written comments and suggestions.
- ii. Discovery High School's Principal is looking into pursuing a doctoral degree.
- iii. Non- pedagogue staff is encouraged to participate in professional development opportunities provided by the central offices and the PSO.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- i. Discovery High School participate in DOE Job Fairs to recruit new staff members.
- ii. Discovery High School outreaches to colleges that offer Master Degree teacher preparation programs.
- iii. Discovery High School uses Open Market Hiring System to find available and highly qualified candidates.

6. Strategies to increase parental involvement through means such as family literacy services.
 - i. Our new Parent Coordinator, Karina Sanchez, is forming relationships with community based organizations to provide resources to our families.
 - ii. The Parent Association is focusing some of its efforts in provided skills based workshops for parents.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

As a High School Discovery offers no early childhood programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - i. Discovery High School teachers use Scantron Performance Series and Acuity Assessments to inform and differentiate instruction.
 - ii. Discovery High School teachers participate in Inquiry Teams.
 - iii. Discovery High School is doing extensive work on formative assessment strategies.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - i. Discovery High School students are able to attend after school classes, Saturday Academy, and Summer School.
 - ii. Discovery High School students and parents have 24 hour a day 7 day a week access to SnapGrades (online grade book). Through this tool they can monitor daily progress.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - i. Discovery High School works with Montefiore Hospital's school based clinics to not only provide physical care to students, but also information on health related issues to students and families.
 - ii. Discovery High School works with Lehman College on career advisement and college readiness.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Improvement Year 1 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

A review of the State Report Card will indicate that Discovery has not met its AYP goals in English—in terms of the whole school, Hispanics, and Economically Disadvantaged.

A subsequent review of the aforementioned document will also indicate that Discovery has not met its AYP Goals in Math: in terms of the whole school and economically disadvantaged students.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Through various professional learning communities in the school—such as SLT and Inquiry groups—as well as an examination of our current state report card (which indicates that the school has not meet our AYP for English in all three major categories and Math in two categories)—we have identified a need to close the achievement gap in English and Mathematics—in terms of all students, as well as economically disadvantaged and Hispanic (for English). As a result, we have created two different inquiry teams (for English and math, respectively), targeted professional development workshops, and an organic instructional program that will assist all students so that they will perform well on the NYS English and Math Regents and increase their academic performance and progress in these two particular subject classes.

¹ School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Discovery High School is allocating its 10 percent towards the following:

- a) Aussie Consultants for Professional Development in Math.
- b) ELA professional development for all ELA teachers and Literacy Coach.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

- a) English and Math teachers will implement professional development strategies in classes under the guidance of Aussie/Literacy Coaches and school administrators.
- b) Observations and Intensives with above noted mentors will provide feedback for improvement and setting of future benchmarks.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Discovery High School will notify parents in the following ways:

- a) Bilingual presentation of NYS School Report Card to parents at Parent Association Meeting.
- b) Mailing of said document to parents.
- c) Letter by the Principal (Spanish and English) describing status and steps that will be taken to improve school's classification.
- d) Other language translations of document available upon request.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

By examining student-work samples, a plethora of informal observations, and discussions with both teachers and students, we have determined the ways in which the findings from the curriculum Audit apply to our school.

Areas We Need to Improve Upon:

- We need to obtain more materials, training and support to ensure that our ELL classes are taught in alignment with the findings of the curriculum audit—in terms of the written and taught curriculum.
- We need to work more on the process of constructing and implementing curriculum maps. Teachers do know what they want they want their students to do and be able to do for each unit of instruction, but they do not codify these elements in a formal curriculum map from which their daily instructional plans derive.

Areas In Which We Excel:

- Teachers are able to efficaciously define student outcomes and formatively assess those outcomes to determine where students are and where they need to be.
- Teachers (as a whole school) are adroit at defining, implementing, and assessing skills at both a horizontal and vertical level. There is, at each grade level, a specified set of skills that students are to acquire. These skills are taught across the subject areas at each grade level (to ensure horizontal alignment) and each grade builds on the skills that were taught previously (to ensure vertical alignment).

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable In actuality, the answer is both—applicable and not, in particular and diverse ways.

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In terms of the areas that we need to improve upon, observations of our ELL classes will indicate the degree to which we need additional time and support in this particular area; as for our curriculum maps, the current dearth and emerging quality of our current maps will indicate the ways in which the curriculum is applicable to Discovery.

In terms of what we do well, our ability to define student outcomes and assess them efficaciously can be seen in copies of the teachers' periodic assessments; additionally, in terms of vertical and horizontal alignment, classroom observations, discussions with teachers, and codified versions (on paper) will demonstrate the ways in which we have exemplified these characteristics.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

To address the issue relevant to ELL, Discovery has instituted an inquiry group that addresses the specific needs of our ELL population. This group examines the current reality of where we are (in terms of performance and progress of our ELL population) as it relates to where we need (the defined student outcomes; the group then defines the problems inherent with teaching and learning as it relates to this particular population. After this analysis, the group then constructs strategies to address these delineated issues and constructs internal systems that enable us to monitor and revise the ways in which we are effectively achieving our objectives for this population.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to

mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To determine the ways in which the findings of the audit apply to our school (and, by extension, the ways in which they do not), we conducted a plethora of informal visitations of teachers, examination of student work samples, and interviews with teachers of math, as well as students during the aforementioned informal visitations.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our math teachers need to work on the issues outlined in the audit—in particular, process strands and conceptual understanding. (Though, we would argue, citing our informal visitations, that the department is somewhat facile in employing and aligning its instructional objectives to the standards.)

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Discovery has set up an inquiry team for math and hired an Aussie coach who will be a consultant on the issues presented in the aforementioned audit.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

By examining student-work samples, a plethora of informal observations, and discussions with both teachers and students, we have determined the ways in which the findings from the curriculum Audit apply to our school.

While direct instruction is used widely in the classrooms of our school, it is not the only instructional modality that can be employed. Our instruction is predicated on best practices as revealed in research-based practices as well as data analysis and evaluation.

We are currently working towards creating student-engaging/differentiated lessons that are commensurate with the objectives that we have set for ourselves in these particular categories.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable Both--depending on which item you are referring to.

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations, interviews with teachers, and discussions with the instructional cabinet will indicate the current level of proficiency with the aspects of our instructional program (as they relate to the use of best practices, student engagement, and differentiated instruction).

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Discovery will improve its academic rigor, student-engagement, and differentiated practices through professional development workshops (conducted each week—twice or three times, depending on the tier a teacher is on), twice-weekly classroom observations (which are documented and available for review), and one-on-one conferences with teachers regarding their instructional practices.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The same tools of analysis that are used for English instruction (see above) were also employed to determine where our school is in relation to the audit information.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on classroom observation, we noted that our mathematics classes are highly academically focused, though we are still working on higher levels of student engagement and technology use.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are currently working on infusing our classroom instruction with respect to student engagement and technology.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Unfortunately, turnover, as it was indicated in the audit, was high for Discovery as well. We have constructed a system for hiring the most qualify personnel, while also working assiduously on keeping the good, effective teachers we currently have.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Questions that are used in the interview process.

Protocol for hiring new teachers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Discovery has, we believe, a good protocol for retaining and attracting effective teachers in the future.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Discovery has created an inquiry team that addresses the issues related to our ELL population. This inquiry-group uses an action research model to determine what current issues the students are having, ways to address these issues, and methods of monitoring and revising our instructional practices to ensure that students are successfully mastering content and acquiring skills.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Agendas, minutes, and products derived from the ELL Inquiry Group will determine the degree to which we have successfully identified and address particular issues related to our ESL population.

There is still much work to be done—especially in terms of getting all teachers involved in the process.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Discovery's inquiry group disseminates the findings of the research conducted to all constituencies in the school.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the aforementioned ELL Inquiry Team, there is a great deal of collection and analysis of data as it relates to this particular population. The collection comes in sundry forms—student work samples, histograms on scholarship reports, periodic assessments, etc.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Minutes/Products from Inquiry Teams/Binders on ELL Students, etc.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are currently addressing sundry issues related to our ELL population.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

By analyzing quantitative data on students' performance and progress (in the form of scholarship reports and Regents/RCT examinations), an examination of sundry forms of student sample work, classroom observations conducted by administrators and teachers alike—these and

other forms of data collection and analysis have enabled us to determine the degree to which the findings of the audit apply/do not apply to our program at Discovery.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable Applicable and Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our instructional leaders and special education teachers are increasingly grasping the “range and types of instructional approaches” available to help students access and perform and progress well with the general education curriculum. They use the same standards, instructional goals, and strategies as the general education teachers—in a modified version, of course, based on the current abilities, needs, and prior learning of their students.

We still have work to do with our general education teachers in this respect.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school is addressing the needs and issues related to the special education program by conducting weekly inquiry team meetings which analyze the problems inherent in our program and derive solutions that are enacted and monitored and revised accordingly and in a timely fashion.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Discovery has instituted (this year) a new process for constructing the instructional section of the IEP. This process will ensure that the instructional objectives constructed are based on multiple and diverse forms of data analysis to determine where the students currently (in relation to where they need to be).

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable **Both**

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Products/Minutes/Agendas from our Weekly Special Education Inquiry Meetings

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Though we have much ground to still cover, our inquiry teams have covered quite a few steps.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Based on information from the RADR and RBIR ATS reports Discovery High School has 7 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - a) After school programs (academic)
 - b) Saturday Academy (academic)
 - c) Intervention program for students to receive guidance and support as they transition into life in a temporary housing location.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.