

**THE DISCOVERY SCHOOL FOR INQUIRY AND
RESEARCH**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 25Q201: THE DISCOVERY SCHOOL FOR INQUIRY AND
RESEARCH**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 201Q **SCHOOL NAME:** The Discovery School for Inquiry and Research

SCHOOL ADDRESS: 65-11 155th Street, Flushing, NY 11367

SCHOOL TELEPHONE: 718-359-0620 **FAX:** 718-321-2081

SCHOOL CONTACT PERSON: Ida Rowe **EMAIL ADDRESS:** IRowe@schools.nyc.gov

POSITION/TITLE ASSISTANT PRINCIPAL **PRINT/TYPE NAME** IDA ROWE

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rebecca Lozada

PRINCIPAL: Rebecca Lozada

UFT CHAPTER LEADER: Amy Starr Weldon

PARENTS' ASSOCIATION PRESIDENT: Tijuan Harris

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Rebecca Lozada	*Principal or Designee	
Amy Starr Weldon	*UFT Chapter Chairperson or Designee	
Tijuan Harris	*PA/PTA President or Designated Co-President	
Ernest Gaither	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
--	CBO Representative, if applicable	
Ida Rowe	Member/Assistant Principal	
Terri Bard	Member/Teacher	
Donna Kutcher	Member/Teacher	
Nicole Marini	Member/Teacher	
Zorina Bostick	Member/Parent	
Jessica Garcia	Member/Parent	
Ying Ling Hwang	Member/Parent	
Stacey Beverly	Member/Parent	

* Core (mandatory) SLT members.

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.

SECTION 111: SCHOOL PROFILE

The Discovery School for Inquiry and Research, a federal Magnet School, is nestled in a quiet cul-de-sac in Flushing, Queens, New York. Surrounded by a public playground, basketball and tennis courts, this setting provides rich opportunities for learning within an aesthetically pleasing context. Every classroom is furnished with an interactive whiteboard and numerous desktop computers. Dotted with examples of student work across the content areas, our hallways provide a showcase for the work that is taking place within our classrooms. The tone of the building is calm and welcoming.

Our Robin Hood Library opened in November 2008. It houses more than 10,000 new books, magazines and periodicals. It is also equipped with an interactive white board, desktop computer center, mobile laptop cart, teleconferencing equipment and ample seating for reading and research. The 2010-2011 school year welcomed students to a refurbished technology lab, equipped with 30 new desktop computers and 3 color laser printers. This equipment was funded by a \$250,000 grant from our local Councilman James Gennaro.

Our school received a second consecutive "A" rating from the New York City Department of Education on our 2009-2010 School Progress Report Card. Our most recent Quality Review resulted in a "Well Developed" rating.

Our strong literacy core buttresses our inquiry-based social studies and science transdisciplinary units that are aligned to meet the New York State Learning Standards. In catering to the needs of our diverse population, our ELL program provides additional services to our second language learners. We offer instruction in Mandarin Chinese to all kindergarten through fifth grade students. The arts in our school are addressed through our school wide enrichment activities, our cheerleading team, basketball team and our partnership with the American Ballroom Dance Theatre. Teachers schedule field trips that are aligned with our curriculum and our school theme of inquiry and research.

The parent component is integral to the efficient operation of our school. Our parent coordinator organizes academic and craft workshops, ELL instruction for parents, Family Fun Nights, and monthly Family Read-Alouds.

We boast a diverse student population. In addition to our zoned students, many students come to us through NCLB. Our Magnet Coordinator vigorously recruits students from non-zoned schools throughout Districts 25 and 28.

Our rigorous curriculum, our varied extra curricular offerings, and our engaging school environment, combine to develop in our students the attitude of international mindedness.

As of the present time, the organization of students into classes is as follows:

- 2 PreK classes
- 4 Kindergarten classes- 3 General Education, 1 Integrated Co-Teaching

- 1 Kindergarten/First Grade vision class
- 4 First Grade classes- 3 General Education, 1 Integrated Co-Teaching
- 2 Second Grade classes- 1 General Education, 1 Integrated Co-Teaching
- 3 Third Grade classes- 2 General Education, 1 Integrated Co-Teaching
- 1 Third/Fourth/Fifth Grade vision class
- 4 Fourth Grade classes- 2 General Education, 1 Integrated Co-Teaching, 1 Self-Contained (12:1:1)
- 5 Fifth Grade classes- 2 General Education, 1 Integrated Co-Teaching, 2 Self-Contained Special Education

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P. S. 201Q						
District:	25	DBN #:	25Q201	School BEDS Code:	342500010201		

DEMOGRAPHICS									
Grades Served in 2009-10:	X <input checked="" type="radio"/> Pre-K	X <input checked="" type="radio"/> K	X <input type="radio"/> 1	X <input checked="" type="radio"/> 2	X <input checked="" type="radio"/> 3	X <input checked="" type="radio"/> 4	X <input checked="" type="radio"/> 5	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input checked="" type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	34	35	36		92.4%	93.2%	TBD		
Kindergarten	44	47	84						
Grade 1	47	49	45	Student Stability: % of Enrollment					
Grade 2	63	61	58	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	67	67	69		89.7%	91.8%	TBD		
Grade 4	52	74	78						
Grade 5	51	57	73	Poverty Rate: % of Enrollment					
Grade 6	na	na	na	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	na	na	na		78.5%	78.5%	88.7%		
Grade 8	na	na	na						
Grade 9	na	na	na	Students in Temporary Housing: Total Number					
Grade 10	na	na	na	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	na	na	na		7	11	TBD		
Grade 12	na	na	na						
Ungraded	0	0	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	358	390	446		2	4	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes	45	45	48				
No. in Collaborative Team Teaching (CTT) Classes	24	37	37	Principal Suspensions	6	5	TBD
Number all others	26	26	29	Superintendent Suspensions	5	4	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	43	40	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	10	25	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	48	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	15	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	6	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	92.5	95.8	TBD
American Indian or Alaska Native	0.3%	0.5%	0.7%	Percent more than two years teaching in this school	72.5	70.8	TBD
Black or African American	48%	44.4%	44.4%	Percent more than five years teaching anywhere	60.0	58.3	TBD
Hispanic or Latino	29%	28.7%	30.7%				
Asian or Native Hawaiian/Other Pacific Isl.	16.2%	18.2%	15.9%	Percent Masters Degree or higher	98.0	94.0	TBD
White	6.4%	8.2%	8.1%	Percent core classes	93.8	95.7	TBD

DEMOGRAPHICS							
Multi-racial	0%	0%	0%	taught by "highly qualified" teachers (NCLB/SED definition)			
Male	54.5%	53.6%	53.1%				
Female	45.5%	46.4%	46.9%				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		√					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	√		ELA:			
	Math:	√		Math:			
	Science:	√		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups			Elementary/Middle Level			Secondary Level	
			ELA	Math	Science	ELA	Math
All Students			√	√	√		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Ethnicity			
American Indian or Alaska Native			
Black or African American	√	√	-
Hispanic or Latino	√	√	-
Asian or Native Hawaiian/Other Pacific Islander	-	√	-
White	-	-	-
Multiracial			
Other Groups			
Students with Disabilities	√	√	-
Limited English Proficient	-	√	-
Economically Disadvantaged	√	√	
Student groups making AYP in each subject	5	7	1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	WELL DEVELOPED	
Overall Score	98.3	Overall Evaluation:	Well Developed
Category Scores:		Quality Statement Scores:	Well Developed
School Environment (Comprises 15% of the Overall Score)	12	Quality Statement 1: Gather Data	Well Developed
School Performance (Comprises 25% of the Overall Score)	16.6	Quality Statement 2: Plan and Set Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	58.4	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Additional Credit	11.3	Quality Statement 4: Align Capacity Building to Goals	Well Developed
		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school’s 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?**
-

Percentage of students at or above Level 3 and above

GRADE 3 2009	ELA	2010
51 %		35%

GRADE 3 2009	MATH	2010
90 %		33%

GRADE 4 2009	ELA	2010
59%		26%

GRADE 4 2009	MATH	2010
85 %		46%

GRADE 5 2009	ELA	2010
64 %		39%

GRADE 5 2009	MATH	2010
80%		54%

NEEDS ASSESSMENT

Our findings indicate that across the grades, there was a significant decline in the number of students who were proficient in the areas of Reading and Mathematics. This was due to the change in the scoring of the tests.

Grade 3 showed a 25% decline in reading and a 26% decline in math.

Grade 4 showed a 33% decline in reading and a 39% decline in math.

Grade 5 showed a 16% decline in reading and a 57% decline in math.

Several Inquiry Teams worked on analyzing student writing and how students work as readers and writers, and then determined that our students need improvement in developing their vocabulary and attending to details to be good readers and writers.

Another Inquiry Team worked on analyzing the learning styles and behaviors of enriched mathematics students. We then paired enriched students with non-enriched students to give support to the non-enriched students.

Careful analysis of the NYS ELA and NYS MATH Item Analysis for the spring 2010 administration indicate students have difficulties in constructed responses. Our data indicates that across all grades, students seemed to have difficulty maintaining their stamina as the test progresses.

In Grade 3, our data indicates the following areas of need in ELA:

- Reading unfamiliar text to collect data facts and ideas
- Evaluating the content by identifying important and unimportant details
- Using note taking and/or graphic organizers to record information and ideas recalled from a story
- Identifying elements of characters, plot and setting to understand the author's message or intent

In Grade 4, our data indicates the following areas of need in ELA:

- Identifying conclusions that summarize the main idea
- Understanding written directions and procedures
- Making predictions, drawing conclusions and inferences about events and characters
- Writing mechanics

In Grade 5, our data indicates the following areas of need in ELA:

- Evaluating information, ideas and opinions in text using a central idea and supporting details
- Forming opinions on subjects on the basis of information, ideas and themes expressed in presentation
- Writing mechanics/ observing the rules of punctuation, using correct grammar
- Using mechanics

In Grade 3, our data indicates the following areas of need in MATH:

- Identifying congruent and similar figures
- Adding and subtracting 3 digit numbers in a constructed response
- Reading and interpreting data of bar graphs and pictographs
- Defining and using correct terminology when referring to shapes

In Grade 4, our data indicates the following areas of need in MATH:

- Recognizing and generating equivalent fractions
- Fluency in multiplication/ division of multiples of 10.100.1000
- The Associative Property

- Using a variety of strategies to multiple two digit numbers by one digit numbers
- In Grade 5, our data indicates the following areas of need in MATH:
- Calculating elapsed time in hours and minutes
 - Geometry- angles, missing angles, angle measures, using a protractor, identifying and comparing geometry figures in 2 and 3 D

The following school wide initiatives were implemented and will continue to be in place:

- **Instructional Adjustments -- Teachers collect evidence/data by which they decide whether to adjust their current or future instruction in order to improve the effectiveness of that instruction;**
- **Student Learning Adjustments -- Students use evidence of their current skills-and-knowledge status to decide whether to adjust their learning strategies;**
- **Classroom Climate Shift -- Teachers consistently apply formative assessment to the degree that its use transforms a traditional comparison-dominated assessment classroom, where the main purpose is to assign grades, into an atypical learning-dominated classroom, where the main purpose of assessment is to improve the quality of teaching and learning;**
- **School-wide Implementation -- The entire school adopts one or more types of formative assessment, chiefly through the use of professional development and teacher learning communities;**
- **Continuation of school-wide goals, classroom instructional goals, and individual student goal-setting in 100% of classrooms;**
- **Align our curriculum to meet New York State learning standards in Math, Reading, Science and Social Studies; as well as the new Common Core State Standards in Reading, Writing and Mathematics;_**
- **Increase small group instruction in the classroom via related service providers (such as Speech, ESL and Occupational Therapist) pushing into the classroom to provide instructional support to the teacher and students;**
- **Using casual talk about students' lives to generate writing;**
- **Using writing to improve communications between students;**
- **Spotlight vocabulary, and use group-brainstorming to help students widen their literary vocabulary;**
- **Collaborative planning between teachers and administration to address the needs of individual student groups;**
- **Monitoring teacher and student goals for optimal instructional planning;**
- **Implementing school-wide goals for writing and maintaining consistent policies for monitoring student progress;**

- **Weekly focus on basic facts in the four operations with a specific focus on multiplication facts. Students concentrate on multiplication of a certain number each week;**
- **Weekly Exemplars for problem-solving strategies and extended responses;**
- **Math Writing Journals for the purpose of explaining the “BIG IDEAS” in mathematics, including strategies and support for their answers;**

Every staff member now participates in the work of an Inquiry Team. The focus for our teams’ work is either writing or math. This includes writing, writing in content areas and mathematical writing. Each team is analyzing student work and creating effective tasks to address the needs of the school in writing and, in particular, in the area of constructed responses. Our Inquiry Teams are examining the Common Core State Standards in writing and have begun infusing these standards into instructional practices.

Literacy

In reading, a minimum two hour block has been implemented for the entire school. We have continued the use of a balanced literacy approach which includes daily explicit teaching mini-lessons, read-alouds, independent reading, student conferencing, partner reading, and shared reading. During the second literacy block, students work with *Wordly Wise* to help build their vocabulary and comprehension.

In writing, a minimum 45-60 minute writing workshop period was implemented. This period includes a daily explicit teaching mini-lesson, independent writing, student conferencing and sharing. Students keep a writer’s notebook and/or portfolio and independently write and edit on a daily basis. Daily conferencing between the teacher and students helps teachers to assess student performance and gain information to plan more targeted instruction. Planned and executed units of study have emphasized genre and craft studies and have included units such as “ writer’s life,” developing a seed idea, writing within the moment, non-fiction, narrative procedure, poetry, and personal narrative. The publication of student work every four to six weeks provided students with opportunities to edit toward a finished product, share, and celebrate their own and each other’s writings. Acuity data will provide extra support in differentiation of student needs.

Mathematics

The Everyday Mathematics Program has been implemented in both general and special education classes and all students from kindergarten through our current fifth grade have used the program. To support the Everyday Mathematics Program, we continued “Math Steps” to target needs in the areas of skills and concepts. For both general and special education students, we will continue to address student needs through differentiated instruction. We will provide opportunities for the use of hands-on manipulatives for problem solving and for enrichment. Our mathematics program provides challenging higher-level problems and extensions of higher-order thinking skills in approaching problem-solving. Accountable talk will continue to be a required component of daily workshop modeled lessons. Our math coach worked with teachers to help students express their thinking in mathematics.

Every classroom has a math library of at least twenty-five books, calculators, and manipulatives to support mathematics instruction. The school mandated math block consists of a math message, whole class mini-lesson, small group instruction, independent work/journals, and writing. Shared discussions and cooperative activities are provided to meet the needs of the accelerated learner, ELL learner, special needs learner and general population. Monitoring of progress is done through initial, midyear, and end of year assessments.

We have also implemented a Pre-Assessment before each unit to help with differentiation. We are administering this assessment a second time as a Post-Assessment to see the learning that has taken place. Everyday Mathematics Unit Progress Tests are also given after each unit. Acuity data will provide extra support in differentiating for student needs.

We are implementing the ST Math Program, through a grant from the Mind Research Institute, in Grades 3 & 4 to improve problem-solving skills, increase stamina and provide data for individual instruction. Students participate 90- minutes a week in the program. Selected math strands are aligned to the curriculum.

There is still a need to continue full time coach support in our reading and math programs. Our school's full-time coaches work closely with teachers helping them develop the skills necessary to provide the type of instruction needed for students who are not meeting performance standards. We have used multiple funding sources to support the decision to employ full-time coaches.

The math coach works with teachers on the use of math manipulatives in instruction and demonstrates problem-solving strategies. The math coach also coordinates family math activities including an annual family math night. The literacy coach works with teachers to implement a balanced literacy program, providing demonstration and co-teaching lessons in reading and workshop activity skills, phonics and the identification of student individual needs for differentiated instruction. In addition, the Magnet Coordinator provides professional development to enable staff to align the curriculum with the Science and Social Studies Standards. Title I funds were used also to continue the position of Dean to work as a facilitator with students and teachers and to deal with conflicts as they arise. Teacher's College trainers provide in-house professional development twice a month in the areas of Reading and Writing.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal #1- Writing

By June 2011, 45% of students in grades K to 5 will demonstrate improvement in writing, as evidenced by attaining a level 3 or higher on at least four published pieces. These published pieces will be guided and assessed via teacher/student generated, standard aligned and task-specific rubrics.

Goal #2- Reading

By June 2011, the percentage of students in grades K-5 reaching their TC grade-appropriate benchmarks in reading will increase by 45%, as evidenced by the Fountas and Pinnell independent reading assessments.

Goal #3- Inquiry-Based Learning

By June 2011, 75% of students in grades PreK – 5 will be able to demonstrate a thorough understanding of the scientific process as evidenced in the execution of at least 2 hands-on standards-based culminating projects in the areas of both social studies and science. These projects will be assessed by task aligned rubrics.

Goal #4- CCSS/Inquiry Teams

By June 2011, inquiry team members in grades K-2 will be introduced to the CCSS and will begin integrating the writing and reading strands into current curriculum maps; 25% of students in the target group will demonstrate a greater variety of text types as evidenced by attaining at least a level 3 in their publication of 3 opinion pieces, 3 informative pieces and 3 narrative pieces.

Goal #5- Math

By June 2011, 25% (37) of students in grades 3 and 4, participating in the Mind Research Institute-ST math program, will demonstrate competency in mathematical reasoning and understanding as evidenced by a 10% increase in performance on the Everyday Mathematics summative assessments.

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 2010-11 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, PLA, 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): WRITING

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 45% of students in grades K to 5 will demonstrate improvement in writing, as evidenced by attaining a level 3 or higher on at least four published pieces. These published pieces will be guided and assessed via teacher/student generated, standard aligned and task-specific rubrics.</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>	<ul style="list-style-type: none"> • Teachers will be provided with a literacy schedule that clearly delineates time to be spent on writing tasks and activities specific to improving quality of writing across the grades. • Teachers will plan instruction that facilitates daily writing about reading as well as writing opportunities across all other content areas. • Cluster teachers will incorporate writing in their instruction with a focus on improving quality as measured by a standards-based rubric. • Teachers will attend ongoing professional development with the analysis of student writing at the core to better plan effective ongoing instruction in writing. • Teachers will be provided the opportunities to study and discuss the book “Looking Together At Student Work” by Tina Blythe in a study group led by the literacy coach that will assist teachers in better assessing student writing. • At the end of every writing unit, students will be assessed in the particular genre of the unit by way of writing on-demand pieces (writing without instruction). • Teachers will ensure that writing is added to all student projects and that students are writing in all curricular areas and not just in the writing workshop.

	<ul style="list-style-type: none"> • Teachers' College and or AUSSIE Consultant will continue to provide professional development in the area of writing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Allocations to support this goal:</p> <ul style="list-style-type: none"> • Title I SWP–Professional Development with TCRWP • Title I SWP-Intra-classroom/school visitations (per diem-Curriculum Planning); Supplies to support Writing Program • Title I SWP-Instructional Support Coach • Fair Student Funding- Instructional Support Coach • TL Children First Network-Professional Development Support-creating tasks and rubrics.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Conference Notes (individual, guided and strategy group) and Checklists in Data Binder • On-Demand Writing Diagnostic Assessments at the beginning of each unit and at the end after being exposed to all unit-related elements. Results on the “Qualities of Good Writing” Checklist (used to evaluate writing pieces.) • Baseline, Mid-line and End-line Writing Assessments in September, February and May. • Student Writing Portfolios and writing notebooks • Analysis of Writing Inquiry Team findings • Observations, Instructional Rounds, Focused Walkthroughs (Formal/Informal)

	<p>develop differentiated strategy groups with Data Specialist and/or Instructional Cabinet Team</p> <ul style="list-style-type: none"> • Weekly grade level meetings to discuss progress of students and revise curriculum maps to include differentiated flexible groups. Teachers will also review assessment information, student work and will collaboratively create differentiated action plans that will be supported and/or monitored by coaches, Instructional Cabinet and Administration. • Each staff member will produce data summaries. Data summaries are invaluable because they enable staff to do the following: (1) Describe current student achievement in a concrete and comprehensive way that directs action; (2) Identify priorities that are likely to emerge for which measurable goals can then be developed; (3) Present a synthesis of the evidence rather than attributing blame (4) Foster ownership of performance data; and (5) Allow teachers to established informed differentiated flexible groups based on evidence • Teacher Leaders will share instructional practices at PLC and grade-level meetings to build a collection of strategies for differentiation • Small group instruction focusing on the differentiated needs of students - guided reading and strategy lessons • Inter and Intra-school visitations facilitated by teachers and administrators • Ongoing study groups and ‘Lunch & Learns’ focusing on effective differentiated instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Allocations to support this work:</p> <ul style="list-style-type: none"> • Magnet 1- AUSSIE Consultant • TL Fair Student Funding – Instructional Coach • Title I SWP –Professional Development • Contract for Excellence- Instructional Coach • TL FSF- Curriculum Planning Per Diem & Per Session • TL NYSTL- Purchase Mentor texts • TL Children First Network- Professional Development, Consultants and Support <p>TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams</p>

Indicators of Interim Progress and/or Accomplishment

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

- **Instructional Rounds**
- **Observations (Formal/Informal)**
- **Focused walkthroughs**
- **Interim progress and projected gains of five (5%) percent of students attaining a minimum of one year's growth will be measured by:**
- **Weekly and monthly assessments such as: Running Records, student observations, conference notes, Teachers' College Writing Continuum and Assessment Pro**
- **Assessments given two to three times per year such as: Acuity, ELA/Math Predictives, ELL Predictives, Instructionally Targeted Assessment, Everyday Math Unit Assessments**
- **Yearly Assessments such as: ELA/Math State Exams and NYSESLAT**

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 2010-11 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, PLA, 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): INQUIRY-BASED LEARNING

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 75% of students in grades PreK – 5 will be able to demonstrate a thorough understanding of the scientific process as evidenced in the execution of at least 2 hands-on standards-based culminating projects in the areas of both social studies and science. These projects will be assessed by task aligned rubrics.</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>	<ul style="list-style-type: none"> • Teachers will provide an arena of activity-rich opportunities for inquiry within the areas of social studies and science and guide students in generating their own rubric. • Classroom instruction will provide opportunities for students to work with a wide variety of resources that support their journey into inquiry. Resources will include photographs, video clips, and artifacts in addition to content-related texts. Students will also be provided with access to out-of-school expert resources, such as guest speakers and field trips, that connect classroom learning to authentic real life experiences. • Teachers will infuse periods of reflection into instruction where students are invited to share their learning and are provided with both peer and teacher feedback that pushes their thinking and enriches their learning journey. • Teachers will meet during common grade-level planning periods to reflect on the implementation of the inquiry process within instruction and to plan future inquiry-based lessons. • Teacher Leaders will monitor and provide direct support/feedback to teachers in the area

	<p>of inquiry.</p> <ul style="list-style-type: none"> Teachers will work with A.U.S.S.I.E. Educational Consultant, Dale Worsley, to develop interdisciplinary planners that reflect the philosophy of the International Baccalaureate Organization via the implementation of a rigorous inquiry-based curriculum.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Allocations to Support this Work:</p> <p>Title I SWP-Professional Development (Per Diem to release classroom teachers) Magnet School 1- AUSSIE Educational Consultant Contract for Excellence-After school support TL Children First Network-Support with Professional Development TL Children First Inquiry Teams- Teacher Team Meetings before or afterschool</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Culminating Projects Student & Teacher generated rubrics Informal/formal observations Magnet Instructional Rounds Observations of Accountable talk Science State tests Teacher generated assessments with extended responses

SECTION VI: ACTION PLAN

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Subject/Area (where relevant):
CCSS/ Inquiry Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, inquiry team members in grades K-2 will be introduced to the CCSS and will begin integrating the writing and reading strands into current curriculum maps; 25% of students in the target group will demonstrate a greater variety of text types as evidenced by attaining at least a level 3 in their publication of 3 opinion pieces, 3 informative pieces and 3 narrative pieces.</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>	<ul style="list-style-type: none"> • Identify designated teachers to be members of several inquiry teams to conduct action research projects centered around the quality of good writing and writing volume. • Identify designated teachers to be members of an inquiry team to work with the math coach to track and study Mentor Texts (Teaching writing through children’s literature). • Identify designated teachers to be members of an inquiry team to work with the Magnet Coordinator to study the CCSS and develop ways to align the CCSS with the TC writing and reading units in the school curriculum. • Organize regular Inquiry Team and subcommittee meetings. • Utilize the services provided by the network support specialist in the area of data and technology.

	<ul style="list-style-type: none"> • Continue to provide on-site training in the use of formative and summative data to staff through the support of the data specialist. • Continue to work to improve low-inference transcripts to obtain data to inform instructional decisions. • Assign identified students to specific inquiry teams for one-on-one tracking. • Continue to provide professional development, aligned with the findings of the teams, in order to strengthen instruction and to accelerate student learning.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title 1 SWP – Professional Development (Per Diem to release classroom teachers) • Magnet School 01- AUSSIE (Educational Consultant) • Contract for Excellence- After-school support • TL Children First Network- Support with Professional Development • TL Children First Inquiry Teams- Teacher Team Meetings before or after school
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Inquiry Spaces • Inquiry Team blogs • Schedule of meetings • Inquiry Team/Subcommittee attendance and minutes • Low-inference transcripts and analysis • Formal and informal classroom observations • Staff professional development agendas

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 2010-11 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, PLA, 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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 25% (37) of students in grades 3 and 4, participating in the Mind Research Institute-ST math program, will demonstrate competency in mathematical reasoning and understanding as evidenced by a 10% increase in performance on the Everyday Mathematics summative assessments.</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>	<ul style="list-style-type: none"> • Collect data through formal and informal assessments for the purpose of identifying areas of strength and weakness (Everyday Math Unit Tests and ST Math assessments) • Analyze results of the ST Math assessments under the direction of Mr. Salim (Mind Research Institute Consultant) • Research different instructional strategies that best meet student needs • Create and plan for differentiated instruction as per the findings of the collected data • Re-assess each week and modify instruction accordingly • The Instructional Cabinet Team will monitor and study the Math Acuity results in depth. This team will consist of the Core Inquiry Team members, a teacher representative from each grade, ESL provider, Resource teacher and the Data Specialist. • The team will also begin to delve into the Common Core State Standards and create rubrics so that teachers and students monitor their progress. Results will also afford

	<p>teachers the opportunity to create differentiated flexible groups.</p> <ul style="list-style-type: none"> • Grade/Team Leaders will turnkey information with colleagues at common planning meetings. Prep schedules allow each grade to meet at least twice a week.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Allocations to Support this work:</p> <ul style="list-style-type: none"> • TL Children First Inquiry Teams- Instructional Cabinet Team planning afterschool per session • Title I SWP-Per Diem for teachers attending Math CFN trainings. • TL Fair Student Funding-Curriculum Planning Days • Title 1 SWP- Per Session- Math coach provides training on how to analyze all math assessments for the purpose of implementing differentiated instruction within math lessons
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Acuity Periodic Assessments given in January 2011 are predictive of how students might perform on the NYS Math Exam. • Pre assessments are given for each unit of study and then re-administered as a post assessment. • Everyday Math End of Unit assessments will demonstrate the mastery of skills learned by the students in the area of mathematical reasoning and understanding • Continuous monitoring by classroom teachers of student progress in the attainment of individualized goals in mathematics • Agendas from Instructional Cabinet Team Meetings. • Progress toward Meeting Timelines outlined for roll-out by School-wide Instructional Team. • Teacher responses to activities/protocols during Staff PD Days and Select PLT meetings focused on CCSS. • Evidence of CCSS content being studied in revised curriculum maps for the 2011-2012 school year.

Part B. Description of Academic Intervention Services

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

Part B. Description of Academic Intervention Services

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	7	14	N/A	N/A	27			
2	2	4	N/A	N/A	50			
3	36	30	N/A	N/A	12			
4	44	52			13			
5	55	37			10			
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades 3-5 have been identified for not meeting the state standards as determined by their performance on the spring 2010 NYS ELA and/ or NYSMATH by scoring a Level 1 or Level 2.

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Part B. Description of Academic Intervention Services

○ **Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<ul style="list-style-type: none"> • Small group instruction will be provided to mandated students during 50-minute blocks on Monday-Wednesday for 40 weeks; • Targeted AIS (pull-out model) will be provided for at-risk students; • Acuity periodic assessments will assist in identifying students who are in need of additional support in reading comprehension; • Inquiry Team data collection and instructional supports will identify the needs of targeted learners which will expand to all students; • <i>Fundations, Reading Recovery, Wordly Wise, Wilson</i> and the second literacy approach are utilized for literacy development and remediation
<p>Mathematics:</p>	<ul style="list-style-type: none"> • Targeted AIS will be provided for students in need of additional support; • Small groups will receive 50 minutes of additional instruction on Monday, Tuesday and Wednesday during Extended Day; • Students will complete computer-based activities, through software provided via a grant from the Mind Research Institute, during targeted sessions in the technology lab; • Inquiry Team work will scaffold instructional development with targeted groups that will in turn impact systemic improvement
<p>Science:</p>	<ul style="list-style-type: none"> • Provide support in the use of science tools, asking questions, and recording the scientific process; • Teach science through the lens of inquiry; • Use non-fiction literature and graphic organizers to aid understanding
<p>Social Studies:</p>	<ul style="list-style-type: none"> • Build on students' prior knowledge and experiences; • Use instructional methods that allow students to transform information from one symbolic communication system to another; • Scaffold instruction by offering explanations, inviting student participation, verifying and clarifying understandings and modeling desired behaviors
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Explain acceptable responses within a social or academic setting; • Teach the use of verbal pragmatics; • Explain language as a way to communicate; • Demonstrate trust and respect;

Part B. Description of Academic Intervention Services

	<ul style="list-style-type: none"> • Develop strategies in writing which support social engagement; • Design avenues for community service as a strategy to support self esteem and community awareness
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • Visit classrooms as an observer, and then impart understanding of human behavior; • Provide professional development in the understanding of critical situations; • Conduct parent meetings as a means to prevent crisis and to create an avenue of communication with families
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • Meet with parents and parent-coordinator to give support on CBOs; • Visit classrooms as needed to provide support to students and teachers; • Provide small group support to students who are at risk of not meeting the social standards in school; • Provide professional development to staff and administration
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • Provide students with preventative instruction regarding asthma, common illnesses, vision, and other health needs; • Emphasize the importance of maintaining good health and taking preventative measures; • Organize a visit by the Colgate Dental Van to educate students in dental hygiene

Part B. Description of Academic Intervention Services

Part B. Description of Academic Intervention Services

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:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) {Pre-K-5 of Students to be Served: 45 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) 0 _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

English Language Instructional Program funded under Title III, Part A, of NCLB, is held after school one day per week. The instruction is designed to encourage the enjoyment of reading and the inclusion of language skills in English. The teacher has a prepared binder of instruction that includes the reading of narrative, informative, current and expressive texts. ELL students are given instruction that helps them to understand overall meaning and key elements. These include the following: events, facts, setting, characters, plot, storyline, and the sequence of events. The following competencies are included:

Competency 1

- **Students react non-verbally to messages, and take into account the non-verbal reactions of others. Students react verbally and non-verbally with appropriate responses.**
- **Students transmit an oral message with the support of oral and visual prompts.**

Competency 2

- **Students listen to, and read, texts using graphic organizers as an aid to comprehension.**
- **Students are enabled to draw on their prior knowledge to assist in the comprehension of new texts.**
- **Students are engaged in hands-on projects that are used as a springboard for oral language development.**

Competency 3

- **Students will utilize texts crafted with the teacher during shared writing to assist in the effective use of writing mechanics.**
- **Students will demonstrate an ability to utilize writing aids such as dictionaries, mentor texts and editing checklists to enhance their writing.**
- **Students will revise texts based on guidelines provided within assessment rubrics.**

Exam results of 53 students who took the 2009 NYSESLAT are as follows:

- **74% of all grades tested received Proficiency in Listening and Speaking**
- **13% of all grades tested received Proficiency in Reading and Writing**

- 50% of K - 1 students tested received Proficiency in Listening and Speaking
 - 20% of K - 1 students tested received Proficiency in Reading and Writing
 - 82% of Grades 2 - 4 students tested received Proficiency in Listening and Speaking
 - 13% of Grades 2 - 4 students tested received Proficiency in Reading and Writing
 - 75% of Grade 5 students tested received Proficiency in Listening and Speaking
 - 8% of Grade 5 students tested received Proficiency in Reading and Writing
-
- 30% of K-1 students tested are at the Advanced Level in Listening and Speaking (3)
 - 30% of K-1 students tested are at the Advanced Level in Reading and Writing (3)
 - 20% of K-1 students tested are at the Intermediate Level in Listening and Speaking (2)
 - 40% of K-1 students tested are at the Intermediate Level in Reading and Writing (4)
 - 10% of K-1 students tested are at the Beginning Level in Reading and Writing (1)
-
- 16% of Grades 2 - 4 students tested are at the Advanced Level in Listening and Speaking (5)
 - 39% of Grades 2 - 4 students tested are at the Advanced Level in Reading and Writing (12)
 - 3% of Grades 2 - 4 students tested are at the Intermediate Level in Listening and Speaking (1)
 - 45% of Grades 2 - 4 students tested are at the Intermediate Level in Reading and Writing (14)
 - 3% of Grades 2 - 4 students tested are at the Beginning Level in Reading and Writing (1)
-
- 17% of Grade 5 students tested are at the Advanced Level Listening and Speaking (2)
 - 50% of Grade 5 students tested are at the Advanced Level in Reading and Writing (6)
 - 33% of Grade 5 students tested are at the Intermediate Level in Reading and Writing (4)
 - 8% of Grade 5 students tested are at the Beginning Level in Listening and Speaking (1)
 - 8% of Grade 5 students tested are at the Beginning Level in Reading and Writing (1)

**Ten students exited the ELL program, with Proficiency Levels in Listening and Speaking as well as Reading and Writing,*

As additional support, classroom teachers will make use of rubrics to provide feedback to the ELL teacher about the learning rates of ELL students. This practice produces many benefits when used with ELLs in mainstream classes. When rubrics are applied to a student's work, the student better understands the learning expectations. Students will also begin to create their own rubrics so that they better understand the learning goals and take ownership of their learning.

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.

Our professional development program involves the following:

- A Literacy Coach provides professional development in the teaching of reading and writing strategies in non-linguistic representations, developing vocabulary and key concepts.
- Professional reading of Classroom Instruction that works with English Language Learners by Jane D. Hill: Assistant Principal facilitates.
- Participation in professional development through focus groups/ professional readings in the area of instruction of English Language Learners with the Assistant Principal facilitating.
- Developing effort rubrics adapted for ELLs in work and study skills.
- Crafting effective questions for the development of student understanding (Who are the main characters in the story? When and where did the story take place?).
- Instructional walkthrough of our National Geographic ELL materials to better understand the earth around us and to better understand our social/cultural and rural environment.
- The Network Support specialist visits our school to give guidance and direct strategies for the teaching of our ELLs.
- Teachers of ELL students who have Title II students in their classrooms will be provided Professional Development for the equivalent of 5 full school days with our ELL Network specialist. The topics selected will be discussed with our Title III staff and our Common Branch teachers to create instruction that meets the needs of our Title III students. We are continually revisiting the academic language in the content areas to support teacher instruction and to better serve the development in the speaking, writing, and reading of English as the Second Language.
- A Magnet Coordinator provides professional development to enhance instruction and facilitates planning for science and social studies.

Form TIII – A (1) (b)

Section III. Title III Budget

School: P. S. 201Queens

P. S. 201Q

BEDS Code:

342500010201

Allocation Amount: \$15,000		
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 -	$\$ 49.89 \text{ Teacher}$ $X \quad 100 \text{ hours}$ $\underline{\$4,989.00}$ $\$5,221.00$ Supervisor $\underline{\$52.21}$ $X \quad 100$ $\underline{\$5,221.00}$ Per session teacher $\underline{\$1,721.21}$ ESL Intervention teacher $\underline{\$2,011.20}$	(Example: 200 hours of per session for ESL teacher to support ELL Students: 100 hours x \$49.89 (current teacher per session Six Saturdays for Supervisor 2 hours X\$52.21 =\$104.42 x 6 =\$626.52 After school Title III Teacher sessions @ 1 ½ hours x \$49.89 =\$74.83 x23=\$1,721.21 The ESL teacher \$167.60 per day x 12 days =\$ 2,011.20

	-	
Purchased services - High quality staff and curriculum development contracts.	Neighborhood Music and /ELL PROGRAM \$1,000.00	Saturday Program infusing dance and English Language Arts to promote speaking, listening and movement.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$57.00	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) Book bins for ESL books, Leveled Scholastic readers
Educational Software (Object Code 199)	0	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	0	
Other	0	
TOTAL	\$15,000	

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.

Our needs assessment was conducted using the P.S. 201Q ATS Home Language Survey/Report and the results of outreach and meetings with teachers, our Parent-Coordinator, and parents.

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.

Parents responded to notices and letters that were translated, and to translation stamps. Bilingual staff members made contact with parents in their native languages. Bilingual paraprofessionals, school secretaries, aids and the Parent-Coordinator assisted non-English speaking parents who attended our meetings. Translation communication equipment was used in facilitating large group meetings where several languages were required. Information is shared through our School Leadership Team and our School website, www.ps201.org.

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.

Written translation services will be continued by school staff members competent in languages other than English including: Spanish, Chinese, Korean, Urdu, and Russian. NYCDOE translation services will be used when staff resources are not adequate. Our Parent-Coordinator will continue the distribution of written translation materials.

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.

Staff members competent in languages other than English, including Spanish, Chinese, Korean, Urdu, and Russian will provide oral interpretation services. Parents will be provided with audio translation equipment that will allow them to hear speakers in their native language in real time.

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>.

P.S. 201Q adheres to Chancellor's Regulation A-663. Notices that translations are available are prominently displayed in the front hallway in many languages on colorful place-cards. All major documents such as report cards, chancellor's letters, and information about academic intervention services, and promotion-in-doubt and summer school letters, are provided in all major languages as required by the NYCDOE. In addition, bilingual staff members follow up with parents via meetings, telephone calls, and e-mails to make sure that there is a full understanding of the written communication and to provide an opportunity for questions, and to arrange for translators to be present at all school meetings. The school's after-hours phone messaging system provides information in different languages.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$271,692	\$8,647	\$280,339
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,701	\$2,323	\$5,024
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,017	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**_____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy

Public School 201 agrees to implement the following statutory requirements:

We understand the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand the need to offer a flexible number of meetings at various times and, if necessary, seek funds to provide transportation or childcare when possible.

We understand the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I guidelines.

We understand the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district educational information.

We understand the need to provide quality curriculum and instruction.

We understand the need to deal with communication issues between teachers and parents through:

- Parent / Teacher conferences
- Reports to parents on their child’s academic progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child’s class

- Observation of classroom activities
- Parent participation in professional development activities, i.e. literacy, math, social studies and science workshops

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

School-Parent Compact.

PARENTS/GUARDIANS

I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand the need to work with my child on schoolwork, read to my child on a daily basis and encourage my child to read to me each day.

I understand the need to monitor my child's:

- Attendance at school
- Homework
- Television watching/video games
- Health needs.

I understand the need to share responsibilities for my child's improvement in academic achievement.

I understand the need to communicate with my child's teachers about his/her schoolwork.

I understand the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and /or need to help me be more effective in assisting my child in the educational process.

Explanation: ***Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS***

Section I: Schoolwide Program (SWP) Required Components

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.

By using the Matrix Report from the Acuity Periodic Assessments, administered to all 3-5 grade students, teachers can identify strengths and weaknesses in student performance in ELA and mathematics. They can utilize this information to drive differentiated instruction that best meets student needs.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

P.S. 201Q implements the following programs to provide for the needs of our diverse student population:

- **Extended Day program services all ELA and math level 1 and 2 students along with any teacher identified at-risk students**
- **Saturday Academy reinforces strategies to enhance performance on all NYS Assessments**
- **Before-school instruction in ELA and math equips students with the tools needed for increased success on their state assessments**
- **Lunchtime math and reading clubs provide enrichment opportunities for students who exceed grade level expectations**
- **After-school ELL Program (Title 111) assists students who need additional help with English**
- **SETSS teacher services At-Risk students in small groups**
- **Inquiry Teams have selected target populations to pilot strategies for the improvement of instruction and student performance in identified areas of weakness**
- **Guidance Counselor and SAPIS worker implement a program of character development with select students**
- **Guidance Counselor organizes an annual Career Day**
- **Lunchtime mentoring program matches Kindergarten students with fifth graders for development of social skills and oral language**

3. Instruction by highly qualified staff.

Our Quality Review Report identified the strengths of our instructional staff in the following ways:

- a. **Excellent use of data to set school-wide priorities for the 2008-2009 academic years;**
- b. **Our goals and high expectations for improving student behavior and English Language Arts are clearly articulated to the entire staff;**
- c. **Weekly learning-team meetings and common-planning periods establish common learning targets,**
- d. **Our English Language Arts curriculum was redesigned. Grade, class, and individual student goals are now clearer, more explicitly stated, and understood by staff and students.**

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.

Based on our Quality Review report:

- **The Principal and Instructional Cabinet provide excellent leadership and support for new and experienced teachers through formal and informal observations.**
- **Daily walkthroughs provide insight into the teachers' general and individual instructional needs. Classroom visits are followed by informal written feedback.**
- **Our building boasts a strong culture of collaboration that is well supported by a variety of professional development structures, including demonstration lessons, after-school workshops and faculty and grade conferences.**
- **Our professional development process allows teachers to observe and evaluate each others' lessons.**

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

Our Principal attends educational fairs throughout the NYC Metropolitan area. Our school Website showcases the attributes of our school. PS201 markets our performance via press releases in local newspapers.

6. Strategies to increase parental involvement through means such as family literacy services.

PS201 offers a weekly program of differentiated instruction in English to assist non-English speaking parents better help their children to succeed. Parents are also encouraged to volunteer to read aloud to students in our classrooms during Family Read-Aloud activities.

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.

Our Parent-Coordinator, Math Coach, Literacy Coach, and the Pre-K Social worker conduct workshops to better prepare parents for their child's transition into the elementary school setting.

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.

Our Instructional Cabinet meets weekly to discuss students' progress as evidenced in Acuity Periodic Assessments and any End of Unit Assessments administered by classroom teachers, and to brainstorm how to move the school. Their findings and decisions are then shared with the classroom teachers. Our coaches and data specialist provide articulation sessions to collaborate on assessment tools and data.

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.

Our Instructional Cabinet conducts meetings to discuss better ways to support student growth and achievement. Classroom teachers monitor students' needs via interim assessments and conferencing. SETSS is provided for AT-Risk Students. AIS Students are grouped for 50 minutes of additional instruction during the Extended Day period.

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.

Our school provides services to families who fall under the guidelines of McKinney Vento (families who are displaced). Our SAPIS worker, Guidance Counselor, and school psychologist offer support to families and children who are victims of violence. Our school nurse provides nutrition programs for students, upon request.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	√			\$234,519		
Title I, Part A (ARRA)	Federal	√			\$7,783		
Title II, Part A	Federal	√			\$24,824		
Title III, Part A	Federal	√			\$15,000		
Title IV	Federal	N/A					
IDEA	Federal		√				
Tax Levy	Local	√			\$3,007,375		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

P. S. 201 is not part of the Title 1 Targeted Assistance Program.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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: 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.)

At the present time we have 7 students who are living in temporary housing, including shelter locations.

2. Please describe the services you are planning to provide to the STH population.

Our Guidance Counselor provides time for students to share their feelings, work on problem-solving skills and build self esteem. Classroom teachers also provide comfortable environments which assist in enhancing students' academic progress. When necessary, parents are made aware of the Community Based Organizations in the area that serve to assist with emotional needs.

Part B: FOR NON-TITLE I SCHOOLS (NA)

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 201 The Discovery School for Inquiry and Rese					
District:	25	DBN:	25Q201	School		342500010201

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	36	36		92.4	93.2	92.4
Kindergarten	47	84	79				
Grade 1	49	45	92				
Grade 2	61	58	47				
Grade 3	67	69	67				
Grade 4	74	78	81				
Grade 5	57	73	77				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	3	8				
Total	390	446	487				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	89.7	91.8	92.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	78.5	88.7	88.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	11	18

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	48	23	Principal Suspensions	6	5	3
# in Collaborative Team Teaching (CTT) Classes	37	37	43	Superintendent Suspensions	5	4	1
Number all others	26	29	29				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	48	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	15	7
# receiving ESL services only	43	40	TBD	Number of Educational Paraprofessionals	5	6	14
# ELLs with IEPs	10	25	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	92.5	95.8	100.0
				% more than 2 years teaching in this school	72.5	70.8	72.0
				% more than 5 years teaching anywhere	60.0	58.3	72.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	94.0	88.0
American Indian or Alaska Native	0.5	0.7	0.8	% core classes taught by "highly qualified" teachers	93.8	95.7	97.7
Black or African American	44.4	44.4	42.7				
Hispanic or Latino	28.7	30.7	29.8				
Asian or Native Hawaiian/Other Pacific	18.2	15.9	18.1				
White	8.2	8.1	8.6				
Male	53.6	53.1	48.9				
Female	46.4	46.9	51.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 204	District 25	School Number 201	School Name THE DISCOVERY SCHOOL
Principal Rebecca Lozada		Assistant Principal Ida Rowe	
Coach Kimlyn Greig ELA		Coach Sharon Fricano Math	
Teacher/Subject Area Gary Wong		Guidance Counselor Mindy Kaiser	
Teacher/Subject Area type here		Parent TiJuan Harris	
Teacher/Subject Area type here		Parent Coordinator Pei Hsia Wang	
Related Service Provider Ellissa Diamond		Other type here	
Network Leader Diane Foley		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	486	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	9.67%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual,

- Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

PART II ELL IDENTIFICATION PROCESS

Describe the steps followed for initial identification of those students who may possibly be Ells.

1.

The ELL teacher, Assistant Principal, and school secretary, work together during the registration process of all students seeking registration in the school. Each parent is presented with the Home Language Survey, given direct instructions on how to complete it and provided question and answer time during this process. The ELL identification Process is completed within 10 school days of initial enrollment as per CR Part 154. The parent is also provided an interpreter if needed in their native language and of course in English. Our Parent Coordinator is fluent in both Mandarin and Cantonese. There are several staff members who speak Italian, Greek, Spanish, Urdu and Arabic and Russian.

The ELL teacher administers the LAB-R to any student whose home language is other than English as the dominant language. Translation services are provided during the ELL identification process. The Assistant Principal and the ELL teacher (licensed Pedagogue) complete the ELL identification process and keep binders that include the following:

- Dated Home Language Survey
- Any previous test history from the student information system (ATS)
- Information related to the three ELL programs, Transitional Bilingual, Dual Language, and Free Standing ESL.
- Each parent is provided with this information, prior to a formal meeting of ELL parents that is held no fewer than 4 times a year.

2.

The structure used to ensure that all parents have an understanding of the ELL programs available to them is as follows.

- Parent notification of meetings inclusive of showing a video that describes available programs (Transitional Bilingual Education, Dual Language and Free Standing ESL).
- Parent information packet presented during registration (explanation and description of our Push-in/Pull-out ESL services for mandated students)
- ELL teacher informal meeting during registration and the availability of the Parent Coordinator during registration for translation and questions related to different ELL programs.
- The inclusion of a school wide calendar for parent perusal and a formal ELL class for parents who do not speak English as their first language.

3.

Entitlement letters are distributed to parents during registration. Translation services are available per need. The school secretary as well as the Assistant Principal maintains a binder of all of the letters with the school heading for parent review. At this time the ELL teacher and the Parent Coordinator explain the process and the entitlement letter to the parent in their native language.

Parents have been diligent in returning the letters. We provide clear expectations for communication and as yet have not had any real problems getting the letters returned. We also provide a parent room should parents want to complete the letter while in the building. Our needs assessment was conducted using our Parent Home Language Survey, and the results of outreach and meetings with teachers, parents, and the Parent Coordinator. The results are as follows: 6% Asian Language, 3% Arabic Language, and 5% Spanish Language.

4.

- The criteria used and the procedures followed to place identified ELL students in binlingual or ESL instructional programs include; interviewing students using a home language survey (if a child has previously attended public school we consult the parent regarding the type of ELL program the student participated in) , administer the LAB- R to students, check on ATS for NYSESLAT results (if any), depending on the results of the LAB- R we schedule the amount of instructional time as per mandates.

Parent meetings are held in September as well as informal discussions during the school year outlining the availability of programs. (Transitional Bilingual, Dual Language and Free Standing ESL)

- Parents are invited and escorted to other schools that provide Bilingual instruction as a program for ELL students not available at our school.
- Parents are invited to meet with the ELL teacher, visit the classroom and peruse the materials. Parent Surveys and Parent Selection materials are collected and reviewed and decisions are made and students are placed as per parent request.

5.

After a clear description of available programs and the perusal of Parent Surveys, the trend in program selection has been a request for language ELL support as determined by individual student language acquisition needs.

6.

The parents at P. S. 201Q request of mandated ESL services as the instructional model that is working for their children.

DELIVERY OF INSTRUCTION:

How is instruction delivered?

- (a) The English Language Learners are classified as either, Beginners, Intermediate or Advanced. Students are provided with language support as directed by the New York State Education Department and Office of English Language Learners. The Beginners and Intermediate meet for 360 minutes per week with the ELL teacher and the advanced students meet for 180 minutes per week.
- (b) Students are not categorized based on their test results on the ELA but rather on the results of the NYSESLAT. Each student is seen as an individual and the instructional model mandates that the need design the foundation for instruction. The ELL teacher instructs using the English as a Second Language Learning Standards and Performance Indicators as her guide.

2.

The staff is fluent in the instruction of balanced literacy and the use of assessments to identify specific literacy competencies. We have one-third grade teacher who also holds a New York State Teaching license in ELL. The staff meets weekly to discuss instruction, individual student needs and the next steps to move students forward.

The third grade teacher uses his conferencing time to meet with the ELL students in his class using ELL teaching strategies. Our ELL teachers provide staff development to the general education and special education teachers to help them design lessons that would meet the needs of the Ells in their classes.

Our Title III program enables teachers to instruct students who fall under Sife, Ells in school more and less than one year, and long term Ells, using the following learning competencies for Ells:

Competency 1

- Students will react non-verbally to messages and take into account the non-verbal reactions of others. Students will react verbally and non-verbally with the appropriate responses;
- Students transmit an oral message with the support of oral and visual prompts:

Competency 2

- Students listen to, and read, a text using strategies such as graphic organizers;
- Students will understand oral and written text using strategies such as prior knowledge, and focus questions;
- Students will carry out a meaningful task, using strategies such as graphic organizers, and then give an oral explanation of the

task;

Competency 3

- Students will write using strategies such as word cards, punctuation, syntax, and spelling;
- Students will compose a text using strategies such as mentor text, teacher modeling, checklist, dictionary and self correction;
- Students will revise his or her text using strategies such as rubrics, editing and revision;

TIMING AND SCHEDULING INFORMATION

The targeted intervention offered to the ELL population includes the following:

- Title III after school remedial intervention program;
- The instructional focus replicates the Reading and Writing Workshop through Balanced Literacy;
- Student groups are based on their proficiency in English and their proficiency in understanding written text, comprehension, fluency, and vocabulary development;
- The instruction during the Title III program includes, reading fables, fairy tales from different cultures, and writing their own plays;
- The program also includes building on vocabulary using photography, pictures, and art through interpretation;
- The students who are proficient in math are invited to join a math enrichment group (7:30 A.M.) twice a week;
- The math enrichment groups are a combination of Ells and dominant English speaking children.
- One day per week during each semester Ells are encouraged to join our Enrichment Clubs in cooking, crocheting, chess, photography, and debate;
- Dictionaries are provided to students in both their native language and in English;
- Students are encouraged to discuss their culture, fluency in their native language through text and written form;
- We now have a class for all students in the learning of Mandarin as a speaking language;

PROFESSIONAL DEVELOPMENT

- The staff, including the ELL teacher is provided staff development through Teacher's College Reading and Writing Workshop.
- Our Network Support ELL provider gives instruction to the ELL teacher, one-third-grade teacher and several special education teachers in building vocabulary strategies.
- The ELL teacher is provided with the OELL staff development calendar and scheduled for instruction that would meet the needs of our students.
- The AIS teacher is also provided opportunities to accompany the ELL teacher to the OELL professional development classes
- One change for the coming school year would be to include in the PD a reading focus group centering on the teaching of Ells.

PARENT INVOLVEMENT

Under the direction of our Parent Coordinator, academic activities are designed to meet the learning needs of the parents in our building. It is the belief of the staff and administration of The Discovery School of Inquiry and Research that parent surveys play a critical role in creating parent related activities. 75% of our ELL parents have asked that we produce programs in the teaching of English as A Second Language for adults. We conduct one class of 100 ELL parents in the teaching of English as a Second Language one day per week. The parents who are involved in the class are taught by a licensed ELL teacher. In addition to this class each year our Title III allocations provide family outings to New York City that combine pleasure and educational experiences. The surveys give us a broad window in which to create activities that address all of the needs of our parent groups. The list below outlines some of those activities:

- Evening Bingo games for parent and child
- Family game nights (checkers, chess, bingo, soduko, monopoly)
- Multicultural Night (a celebration of our cultural map)

- Family Book night (children and parents reading together)
- Dress Up as your favorite book character (October)
- Prismatic Magic (Laser Show)
- Ballroom Dancing for Adult and Child

Our PTA members maintain an inquiry box in the lobby of the school. The inquiry box is one way to keep abreast of how and what parents in the school think and feel. It is a conduit for open communication.

B. After reviewing and analyzing the assessment data, answer the following

After reviewing the patterns across proficiency levels on the LAB-R and NYSESLAT it is clear that our instruction in reading and writing do not address the needs of the ELL population. It is clear that many of our students in the ELL program moved to proficiency in the Listening and Speaking section of the assessments. 13% of all grades taking the NYSESLAT exited the ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	11	6	2	7	15								41
Push-In	5													5
Total	5	11	6	2	7	15	0	0	0	0	0	0	0	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	11	0	0	7	0	0	0	0
Dual Language	0	0	0		0	0	0	0	0	0
ESL	47	0	14		0	10	0	0	1	47
Total	47	0	25	0	0	17	0	0	1	47

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	0		0		0		0		0		0								0	0
Chinese	0		0		0		0		0		0								0	0
Russian	0		0		0		0		0	0	0								0	0
Korean	0		0		0		0		0		0								0	0
Haitian	0		0		0		0		0		0								0	0
French	0		0		0		0		0	0	0								0	0
Other	0		0		0		0		0		0								0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0		0	0	0				0	0
Chinese	0		0	0					0	0
Russian	0		0						0	0
Korean	0		0						0	0
Haitian	0		0						0	0
French	0	0	0						0	0
Other	0		0						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL L
Spanish	1	5	2	1	5	5								19
Chinese	5	4	1	0	3	5								18
Russian	0	1	0	0	0	0								1
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	1	2	0	2	1								6
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	1	1	1								3
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	6	11	5	2	11	12	0	0	0	0	0	0	0	47

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The targeted intervention offered to the ELL population includes the following:

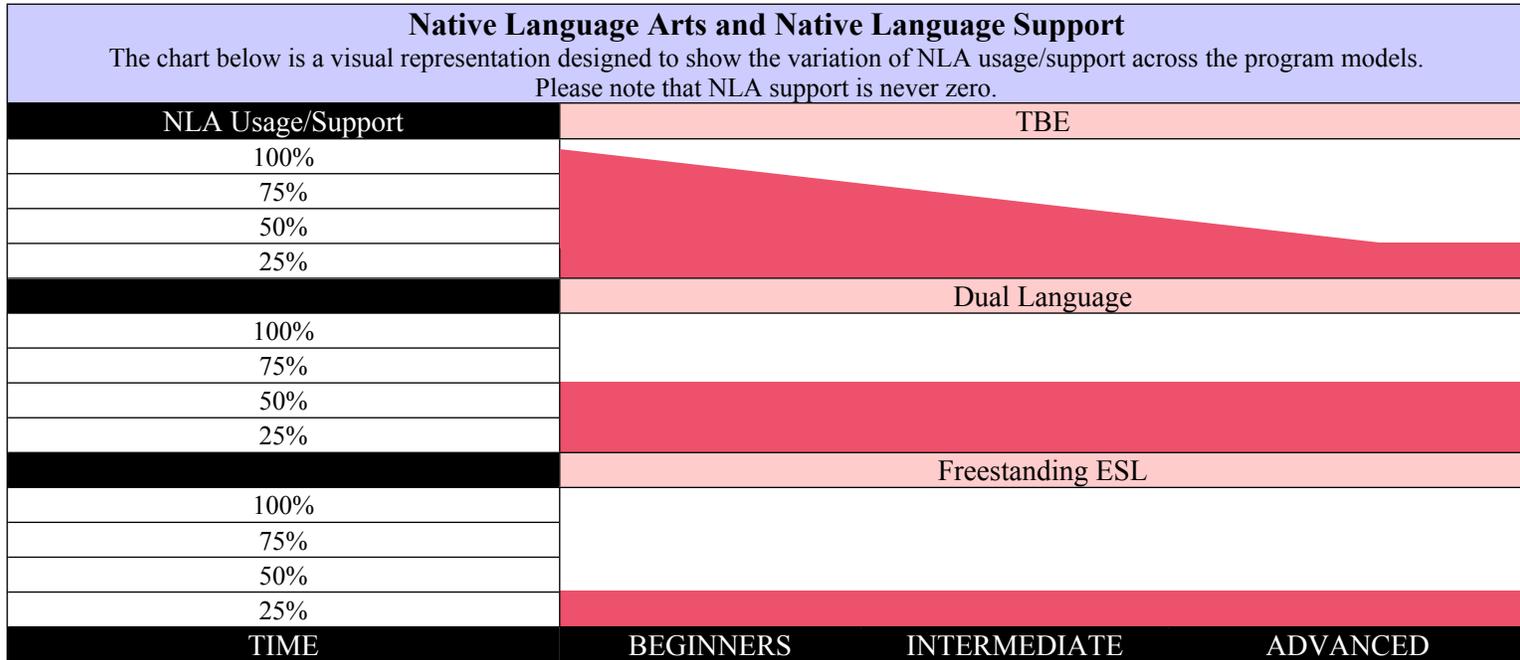
- Title III after school remedial intervention program;
- The instructional focus replicates the Reading and Writing Workshop through Balanced Literacy;
- Student groups are based on their proficiency in English and their proficiency in understanding written text, comprehension, fluency, and vocabulary development;
- The instruction during the Title III program includes, reading fables, fairy tales from different cultures, and writing their own plays;
- The program also includes building on vocabulary using photography, pictures, and art through interpretation;
- The students who are proficient in math are invited to join a math enrichment group (7:30 A.M.) twice a week;
- The math enrichment groups are a combination of ELLs and dominant English speaking children.
- One day per week during each semester ELLs are encouraged to join our Enrichment Clubs in cooking, crocheting, chess, photography, and debate;
- Dictionaries are provided to students in both their native language and in English;
- Students are encouraged to discuss their culture, fluency in their native language through text and written form;
- We now have a class for all students in the learning of Mandarin as a speaking language;

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

TIMING AND SCHEDULING INFORMATION

The targeted intervention offered to the ELL population includes the following:

- Title III after school remedial intervention program;
- The instructional focus replicates the Reading and Writing Workshop through Balanced Literacy;
- Student groups are based on their proficiency in English and their proficiency in understanding written text, comprehension, fluency, and vocabulary development;
- The instruction during the Title III program includes, reading fables, fairy tales from different cultures, and writing their own plays;
- The program also includes building on vocabulary using photography, pictures, and art through interpretation;
- The students who are proficient in math are invited to join a math enrichment group (7:30 A.M.) twice a week;
- The math enrichment groups are a combination of ELLs and dominant English speaking children.
- One day per week during each semester ELLs are encouraged to join our Enrichment Clubs in cooking, crocheting, chess, photography, and debate;
- Dictionaries are provided to students in both their native language and in English;
- Students are encouraged to discuss their culture, fluency in their native language through text and written form;
- We now have a class for all students in the learning of Mandarin as a speaking language;

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT

- The staff, including the ELL teacher is provided staff development through Teacher’s College Reading and Writing Workshop.
- Our Network Support ELL provider gives instruction to the ELL teacher, one-third-grade teacher and several special education teachers in building vocabulary strategies.
- The ELL teacher is provided with the OELL staff development calendar and scheduled for instruction that would meet the needs of our students.
- The AIS teacher is also provided opportunities to accompany the ELL teacher to the OELL professional development classes
- One change for the coming school year would be to include in the PD a reading focus group centering on the teaching of ELLs.

E. Parental Involvement

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

PARENT INVOLVEMENT

Under the direction of our Parent Coordinator, academic activities are designed to meet the learning needs of the parents in our building. It is the belief of the staff and administration of The Discovery School of Inquiry and Research that parent surveys play a critical role in creating parent related activities. 75% of our ELL parents have asked that we produce programs in the teaching of English as A Second Language for adults. We conduct one class of 100 ELL parents in the teaching of English as a Second Language one day per week. The parents who are involved in the class are taught by a licensed ELL teacher. In addition to this class each year our Title III allocations provide family outings to New York City that combine pleasure and educational experiences. The surveys give us a broad window in which to create activities that address all of the needs of our parent groups. The list below outlines some of those activities:

- Evening Bingo games for parent and child
- Family game nights (checkers, chess, bingo, soduko, monopoly)
- Multicultural Night (a celebration of our cultural map)
- Family Book night (children and parents reading together)
- Dress Up as your favorite book character (October)
- Prismatic Magic (Laser Show)
- Ballroom Dancing for Adult and Child

Our PTA members maintain an inquiry box in the lobby of the school The inquiry box is one way to keep abreast of how and what parents in the school think and feel. It is a conduit for open communication.

B. After reviewing and analyzing the assessment data, answer the following

After reviewing the patterns across proficiency levels on the LAB-R and NYSESLAT it is clear that our instruction in reading and writing do not address the needs of the ELL population. It is clear that many of our students in the ELL program moved to proficiency in the Listening and Speaking section of the assessments. 13% of all grades taking the NYSESLAT exited the ESL program.

□□□□

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
													L

Beginner(B)	1	5	1	0	3	4	0	0	0	0	0	0	14
Intermediate(I)	1	5	0	2	4	5	0	0	0	0	0	0	17
Advanced (A)	3	1	3	0	3	6	0	0	0	0	0	0	16
Total	5	11	4	2	10	15	0	0	0	0	0	0	47

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	1	1	5
4	4	3	11	1	19
5	0	0	1	1	2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		1		3				4
4	0		4		3		5		12
5	0		1		3		1		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4			1		4		8		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5					7		1		8
8									0
NYSAA Bilingual Spe Ed									0

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

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

Test)								
Classroom Practice Test								

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Part VI: LAP Assurances