



DISCOVERY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X549

ADDRESS: 2780 RESERVOIR AVENUE, BRONX NY 10468

TELEPHONE: (718) 733-3872

FAX: 718-733-3621

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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 2780 Reservoir Avenue

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Teresita Antigua

PRINCIPAL: Rolando Rivera

UFT CHAPTER LEADER: Barbara Feldman

PARENTS' ASSOCIATION PRESIDENT: Yesenia De La Cruz

STUDENT REPRESENTATIVE:
(Required for high schools) Yerisbel Jimenez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** DSS1 Cluster 05 (Fordham)

NETWORK LEADER: Margaret Struk

SUPERINTENDENT: Elena Papliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Rolando Rivera	*Principal or Designee	
Barbara Feldman	*UFT Chapter Chairperson or Designee	
Yesenia De La Cruz	*PA/PTA President or Designated Co-President	
TBD	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
TBD	DC 37 Representative, if applicable	
TBD	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Teresita Antigua	Member/	
TBD	Member/	

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

* 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.

Discovery High School (10X549) is located at 2780 Reservoir Avenue, Bronx, NY 10468. Discovery is a vibrant, PSO (Partnership Support Organization/Fordham University), high school that was established in the Walton Campus building in September of 2003. The student population is 502 ninth, tenth, eleventh, and twelfth graders, which are served in a building that houses close to 3,500 students. The gender distribution is 49.88% male and 50.11% female.

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

112 Discovery students, 22.3% of the student population, are English Language Learners (ELLs). 51 Discovery students, 11.53 % of the student population are in Special Education self contained classes. 31 Discovery students, 7.3% of the student population receives SETTS support.

At Discovery High School, students are prepared for the rigor of college and life after high school. Students learn how to learn, how to think about their own thinking, and how to acquire the necessary skills they will need to be successful in the world of tomorrow. At our school, every student discovers (and explores) his or her potential.

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

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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Special Education Enrollment:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				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		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					

DEMOGRAPHICS									
(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					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				Number of Staff: Includes all full-time staff					
# ELLs with IEPs				(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					
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals					
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals					
				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					
American Indian or Alaska Native				Percent more than two years teaching in this school					
Black or African American				Percent more than five years teaching anywhere					
Hispanic or Latino				Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White									
Multi-racial									
Male									
Female									

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	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	Grad. Rate**	Progress Target
All Students							
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							

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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?
-

Student Performance Trends:

The data reviews several sub-groups who need additional RTI: Lowest-Third Students, Self-Contained Special Education Students, and English Language Learners.

Both scholarship reports and RCOS reports indicate that the lowest third students are struggling across the board in all major academic subjects.

These reports also reveal that self-contained special education students are having difficulty in English in particular.

Neither last nor least are ELL students, who have historically struggled in both English and History Regents Examinations.

Some of the Greatest Accomplishments over the years:

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

24 students received an Advanced Regents Diploma (over 3 from the previous year) and 31 students have received a Regents Diploma.

Significant Aids to the school's continuous improvement

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

Accountability Status: State: Improvement Year 1
DOE: Well Developed

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.

#1: Literacy:

Measurable Objective: During the 2010-2011 school year, 75% of the mainstream ninth grade students will increase their reading comprehension skills by at least one grade level as measured by the performance series scantron program.

#2: Special Education

Measurable Objective: For Self-Contained Special Education students in Cohort 2011, there will be a 5% increase in the number of students who pass the English Regents/RCT Writing and Reading as compared with the same population for Cohort 2009/2010.

#3: Lowest Third

Measurable Objective: For Lowest-Third Students in Cohort 2013, there will be a 5% increase in the number of students who receive ten or more credits by June 2011

#4: ELL

Measurable Objective: For ELL students in Cohorts 2012/2013, there will be a 5% increase in the number of students who take and pass their English/Global and American Regents examinations by August 2011.

	<p>September.</p> <ul style="list-style-type: none"> • The work done in all other areas of the instructional program at Discovery-i.e., the content of the discussions during one-on-one pedagogical conferences, the feedback provided from informal and formal observations of the teachers, and the criteria inherent in the instructional criteria for the school-will be aligned to the focus on literacy-based strategies. • Teachers will employ frequent formative assessment techniques to consistently and constantly determine their students' comprehension of texts-their ability to make meaning of texts and create new meaning from the meaning they have made. 	
<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>Tutoring—after school, during school time (coverage pay), and on Saturdays. Contract for Excellence: Classroom Size Reduction NYSTL Money: Books and Study Guides</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The results from the Scantron Performance Series will indicate that $\frac{3}{4}$ of the in-coming mainstream ninth graders have increased their reading comprehension by <i>at least</i> one grade level.</p>	

Subject/Area (where relevant): #2 Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For Self- Contained Special Education students in Cohort 2011, there will be a 5% increase in the number of students who pass the English Regents/RCT Writing and Reading as compared with the same population for Cohort 2009/2010.</p> <p>The purpose of this goal is to increase student achievement for Self-Contained Special Education students in Cohort 2011 on the English Regents/RCT Writing and Reading Examinations by August 2011.</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>	<p>The Special Education team will meet once a week to:</p> <ul style="list-style-type: none"> • Discuss individual kids who may require additional instructional intervention services and support. • Gather and analyze data on our students—summative and formative, quantitative and qualitative • Use the analysis of this data to drive their instructional practices and monitor and revise accordingly <p>* Discovery teachers will Redefine and Reconstruct the Instructional Section of the IEP.</p> <p>* Provide students with additional time and support by constructing double period classes in English for the tenth and 11th grade levels in special education.</p> <p>* Establish foundational skills—across the content areas—that the students need to be able to do to succeed on this examination.</p> <p>* Establish logistical procedures that students will perform to ensure that they are organized and prepared to do work. Discovery teachers will Redefine and Reconstruct the Instructional Section of the IEP.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>NYSTL Money: Books and Study Guides Tutoring – after school and on Saturdays.</p>

Indicators of Interim Progress and/or Accomplishment

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

RCOS Reports/State Report Cards will indicate an increase of 5% in the number of special education students who pass the English Regent/RCT.

Indicators of Interim Progress and/or Accomplishment

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

Scholarship Reports will indicate a 5% increase in the number of lowest third students who receive ten or more credits by June 2011.

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)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The language of the parent is determined by various sources: language noted on ATS, at the initial meeting at the school or via a phone conference, and through the responses of the Parent Survey. Subsequently Discovery High School implements Chancellor's Regulation A-663 with regards to translations and available resources.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	485,229	76,117	561,346
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,852	895	5,747
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,097	*	
4. Enter the anticipated 10% set-aside for Professional Development:	48,522	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____98____
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.

Teacher has since cleared the problem. She had to renew her license.

* 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**.

(Submitted Separately via the cep online submission)

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.

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.
The data reviews several sub-groups who need additional RTI: Lowest-Third Students, Self-Contained Special Education Students, and English Language Learners.

Both scholarships reports and RCOS reports indicate that the lowest third students are struggling across the board in all major academic subjects.

These reports also reveal that self-contained special education students are having difficulty in English in particular.

Neither last nor least are ELL students, who have historically struggled in both English and History Regents Examinations.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

With most of our students scoring at levels 1 and 2 we have a very high population of Title 1 students. In order to be able to best serve them we have offered all our AIS services to all students in all grades. By carefully analyzing grade reports we will be able to monitor student progress and redirect our efforts if need be.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Discovery High School offers after school classes, Saturday Academy, tutorial services during lunch period, and a Summer School program
 - o Help provide an enriched and accelerated curriculum.
 - Discovery High School has an Honors group at each grade level where students travel together throughout the day and receive academically rigorous honors level instruction in all content areas.
 - o Meet the educational needs of historically underserved populations.
 - Full time certified ESL teacher provides a comprehensive instructional plan to all mandated ELL student.

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

As a High School Discovery offers no early childhood programs

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - i. Discovery High School teachers use Scantron Performance Series and Acuity Assessments to inform and differentiate instruction.
 - ii. Discovery High School teachers participate in Inquiry Teams.
 - iii. Discovery High School is doing extensive work on formative assessment strategies.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - i. Discovery High School students are able to attend after school classes, Saturday Academy, and Summer School.
 - ii. Discovery High School students and parents have 24 hour a day 7 day a week access to SnapGrades (online grade book). Through this tool they can monitor daily progress.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- i. Discovery High School works with Montefiore Hospital's school based clinics to not only provide physical care to students, but also information on health related issues to students and families.
- ii. Discovery High School works with Lehman College on career advisement and college readiness.

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 (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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.
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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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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: Improvement Year 1 **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.

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

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

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

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

School Under Registration Review (SURR)

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.
 - a) Math Coach Professional Development.
 - b) ELA professional development for all ELA teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - a) English and Math teachers will implement professional development strategies in classes under the guidance of Coaches and school administrators.
 - b) Observations and Intensives with above noted mentors will provide feedback for improvement and setting of future benchmarks.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - a) Bilingual presentation of NYS School Report Card to parents at Parent Association Meeting.
 - b) Mailing of said document to parents.
 - c) Letter by the Principal (Spanish and English) describing status and steps that will be taken to improve school's classification.
 - d) Other language translations of document available upon request.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Based on information from the RADR and RBIR ATS reports Discovery High School has 9 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - a) After school programs (academic)
 - b) Saturday Academy (academic)
 - c) Intervention program for students to receive guidance and support as they transition into life in a temporary housing location.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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:	Discovery High School						
District:	10	DBN:	10X54	School		321000011549	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		82.4	85.0	86.3
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		93.2	93.0	86.7
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		74.4	86.7	89.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		1	60	22
Grade 9	279	232	206	Recent Immigrants - Total Number:			
Grade 10	89	138	186	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	41	57	68		14	12	1
Grade 12	38	22	40	Special Education			
Ungraded	1	2	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	448	451	500		74.4	86.7	89.1
				Suspensions (OSYD Reporting) - Total Number:			
				<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	26	17	64
				Superintendent Suspensions	13	32	3
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	57	80	TBD	Number of Teachers	28	25	27
# ELLs with IEPs	8	21	TBD	Number of Administrators and Other Professionals	9	9	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	1

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	34	59	145	% fully licensed & permanently assigned to this	96.4	96.0	96.4
				% more than 2 years teaching in this school	7.1	36.0	48.1
				% more than 5 years teaching anywhere	32.1	32.0	55.6
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher	82.0	72.0	81.5
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	95.0	94.3
Black or African American	27.0	25.9	23.0				
Hispanic or Latino	69.4	69.4	72.2				
Asian or Native Hawaiian/Other Pacific	2.0	2.0	2.2				
White	0.7	1.1	1.2				
Male	48.7	52.1	53.0				
Female	51.3	47.9	47.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	71
Ethnicity							

American Indian or Alaska Native							
Black or African American				-	-		
Hispanic or Latino				X	v		
Asian or Native Hawaiian/Other Pacific							
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
Student groups				0	1	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	91.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	53.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							



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Rolando Rivera, Principal

Bill Gladstone, Assistant Principal

Terri Antigua, Assistant Principal

School Parental Involvement Policy

I. General Expectations

Discovery High School agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of Title I eligible students.
2. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
3. The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
4. The school will carry out programs, activities and procedures in accordance with the following definition of parental involvement:
Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring—
 - a. *that parents play an integral role in assisting their child's learning*
 - b. *that parents are encouraged to be actively involved in their child's education at school;*
 - c. *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - d. *the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*
 - e. *The school will inform parents of the purpose of the Welcome Center by the Parent Coordinator.*

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

1. Discovery High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - a. Present at a parent meeting the information regarding the District Parental Involvement Plan. For parents not in attendance a mailing of the informational letter regarding the District Parental Involvement Plan, its importance and a request for parental involvement.
 - b. Parent Survey available at the Welcome Center to be completed by parents arriving at the school. The survey will among other things ask parents what are school wide concerns they may have and what are the areas that they would be interested in receiving information on.

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c. Daily communication with parents via telephone, e-mail, Snap Grades online grade book, online School Messenger system.

2. Discovery High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - a. Through various parent forums (PA meetings/ Parent Conferences/Parent Workshops) Invite parents provide information and resources on school wide events:
 - a. Progress Report Results
 - b. New York State Report Card
 - c. School Quality Review
 - d. Learning Environment Survey
 - e. Data Analysis of student progress by cohort and subgroup
3. Discovery High School will coordinate and integrate parental involvement strategies in Title Part A with parental involvement strategies under the following other programs:
 - a. Frequent (monthly mailings and simultaneous distribution to students during their 3rd period class) of parent calendars with dates noted of all school level team meetings. Calendar serves as an open invitation to parents.
 - b. Provide for flexible meeting times (evenings and weekends) to accommodate parents with work schedule or child care issues.
4. Discovery High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, by implementing the following activities:

Understanding of Key Information to Make Informed Decisions:

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

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how to implement and coordinate parent programs and build ties between parents and schools
by:

- a. Include parents in the development and managing of aforementioned workshops that will be held for the parents.
 - b. Train educators on how to improve their communication and outreach efforts with parents.
 - c. Continue improving the Welcome Center with insightful resources for parents.
6. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- a. All materials will be disseminated in English and Spanish.
 - b. In house translations will be available at the school for any additional explanations or clarifications needed on disseminated materials.

III. Discretionary School Parental involvement Policy Components

Other activities may include:

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with parent coordinator, parents of children participating in Title I, Part A programs, as evidenced by discussions at PA and SLT meetings. This policy was adopted by Discovery High School on October 6, 2010 and will be in effect for the period of October 2010 to June 2011.

The school will distribute this policy to all parents of participating Title I, Part A children on or before November 5, 2010.

(Signature of Principal)

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(Date)

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School Parent Compact

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

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

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

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

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

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

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

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

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

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

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

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

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

Principal Signature, Date

Parent Signature, Date

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**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 CFN 551/DSSI Cluster 05	District 10	School Number 549	School Name Discovery HS
Principal Rolando Rivera		Assistant Principal Teresita Antigua	
Coach Celia Cruz		Coach	
Teacher/Subject Area Jennifer Trujillo/ESL		Guidance Counselor Maria Joseph	
Teacher/Subject Area		Parent Loretta Scott King	
Teacher/Subject Area		Parent Coordinator Karina Sanchez	
Related Service Provider Diana Chase		Other	
Network Leader Margaret Struk		Other	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	10	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	28

C. School Demographics

Total Number of Students in School	507	Total Number of ELLs	112	ELLs as Share of Total Student Population (%)	22.09%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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.

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

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

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

During the spring of each year, ELL students are administered the NYSESLAT Examination. According to 2009 NYSESLAT data, our ELLs show considerably greater skill in the Listening and Speaking modalities than in the Reading and Writing modalities.

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Check all that apply	

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	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained										2	2	2	1	7	
Push-In														0	
Total	0	0	0	0	0	0	0	0	0	2	2	2	1	7	

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	11
SIFE	30	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	53

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									Total
	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	
TBE										0
Dual Language										0
ESL	32	17	2	27	8	1	53	5	8	112
Total	32	17	2	27	8	1	53	5	8	112

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										49	46	7	4	106
Chinese														0
Russian														0
Bengali													1	1
Urdu											1			1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian											2			2
Other										1			1	2
TOTAL	0	50	49	7	6	112								

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.

Discovery has a Freestanding English as a Second Language program (Ungraded/Heterogeneous) run by a certified ESL teacher. During the 2010-2011 school year, the ESL program will support approximately 112 ELLs at the Beginner (360 minutes per week), Intermediate(360 minutes per week), and Advanced levels (180 minutes+ 180 minutes) with double period and single period classes. A one-semester Transitional ESL class will be provided for ELLs who reached proficiency on the previous year's NYSESLAT. Since all instruction is provided uniquely in English, the ESL teacher uses differentiation and scaffolding strategies in the classroom to make input comprehensible to each student regardless of his or her level of English. The ESL teacher works with each content area teacher to incorporate these strategies. The ESL program follows Discovery's model of project-based instruction to provide ELLs with the appropriate skills needed for their language development across the modalities, as well as for their success on standardized assessments such as the NYSESLAT and Regents Examinations.

In analyzing both scholarship and Regents examination data in the 2009-2010 school year, it is evident that Discovery's ELLs are in need of greater support in Math, Social Studies, Science, and English. Results indicate they are performing below the Mainstream population, with the exception of the Foreign Language Regents (passing scores ranging from 85-99), administered in their Native Language.

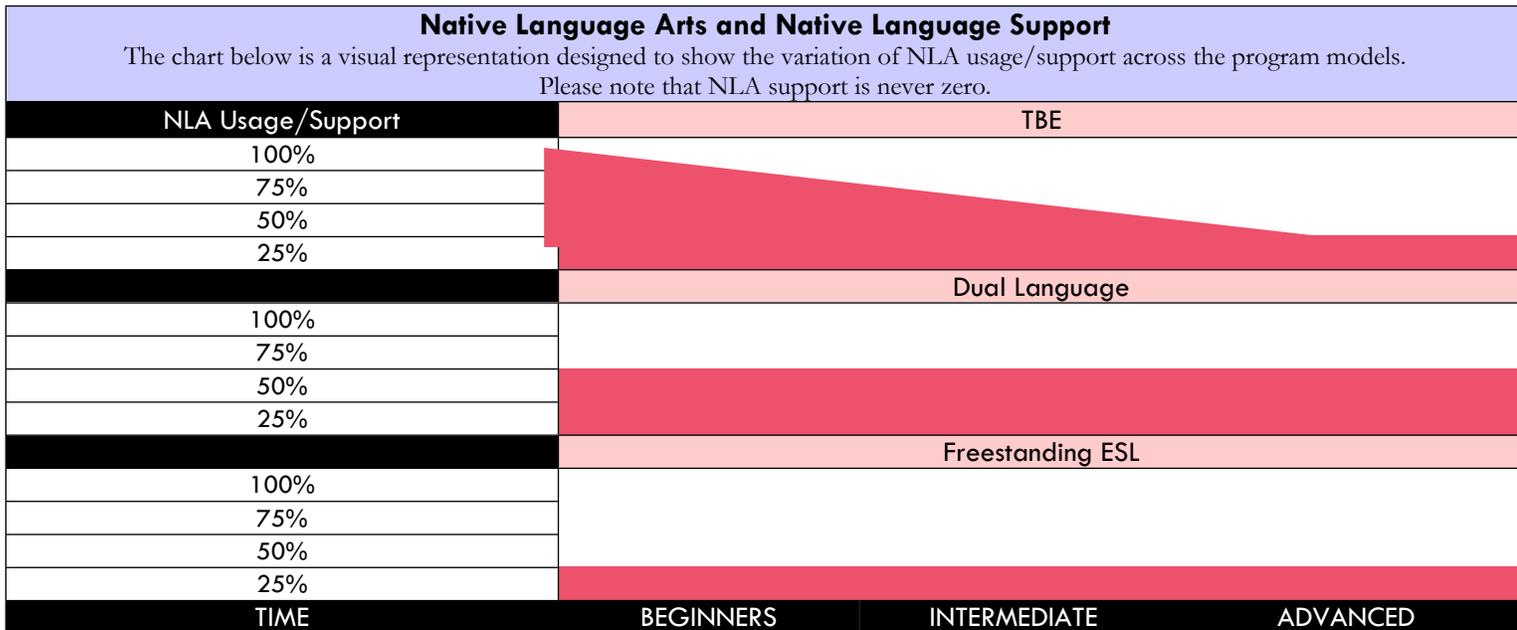
In the case of supporting the Newcomers , ELLs /4-6 years, SIFE, and Long-Term ELLs , Discovery has a teacher trained in a targeted reading and writing intervention program for students who are either illiterate or function at a level of literacy detrimental to their achievement in mainstream content-area classes.

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



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

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?

In analyzing both scholarship and Regents examination data in the 2009-2010 school year, it is evident that Discovery's ELLs are in need of greater support in Math, Social Studies, Science, and English. Results indicate they are performing below the Mainstream population, with the exception of the Foreign Language Regents (passing scores ranging from 85-99), administered in Spanish (the only language elective offered at this time).

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

For newcomer ELLs (mostly Spanish), the curriculum is modulated to incorporate each of the four modalities evenly and is infused with content-literacy units to build skills and strategies in core subject areas. Students are scheduled with content area teachers who are able to work with them in their native language. They also receive daily instruction of the Rosetta Stone software.

After school / Saturday tutoring is available for all ELL's and for the 2011-2012 school year they will also be invited to participate in a bridge program.

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)?

Paste response to questions 1-5

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.

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

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?

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

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

Part 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
Beginner(B)										9	15	2	2	28
Intermediate(I)										18	17	5	11	51
Advanced (A)	0									6	8	9	10	33
Total	0	0	0	0	0	0	0	0	0	33	40	16	23	112

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

LISTENING/SPEAKING	B										4	10		
	I										7	5	1	2
	A										6	6	8	7
	P										17	16	10	12
READING/WRITING	B										10	15	4	2
	I										16	19	6	11
	A										7	6	6	10
	P													

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA 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
4									0
5									0
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									0
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									0
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	19		16	
Math <u>A/Inte.</u>	40		32	
Math <u>B/Geo/A2</u>	7		7	
Biology				
Chemistry				
Earth Science	5		3	
Living Environment	40	3	34	3
Physics				
Global History and Geography	20	4	13	4
US History and Government	14		10	
Foreign Language	29		29	
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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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

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

Teachers will employ the differentiated instructional strategies and literacy-based strategies they have learned in PD into their daily instruction.

Teachers will collect and analyze data through the six-week cycle of periodic assessments to assess the degree to which the ELL students are progressing in their content mastery and skill acquisition—as it relates to this overall goal.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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