



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 201Q – THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q201

PRINCIPAL: REBECCA LOZADA **EMAIL:** RLOZADA@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rebecca Lozada	*Principal or Designee	
Lamar Hughes	*UFT Chapter Leader or Designee	
Lisa Looby	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Ida Rowe	Member/Assistant Principal	
Joyce Heskial	Member/Assistant Principal	
Nicole Marini	Member/Teacher	
Jessica Garcia	Member/Parent	
Tiffany Roper	Member/Parent	
Salamata Bathily	Member/Parent	
Marlin Pikelný	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen student outcomes via the provision of sustained, actionable feedback by administrators to teachers across the grades by engaging in cycles of classroom observations that focus on competencies 1e, 3b and 3d from Danielson's Framework for Effective Teaching.

- ***By June 2013, feedback in the form of 4- 6 informal/formal observations provided to teachers across the school will reflect Administrative focus on competencies 1e (Designing Coherent Instruction), 3b (Questioning and Discussions) and 3d (using assessment in instruction); from Danielson's Framework for Effective Teaching, thus resulting in a 10% increase in the number of students achieving a level 3 or higher on 3 out of 5 culminating projects addressing content areas of social studies or science.***

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - **Based on evidence from our Inquiry Teams, the need to develop oral conversation as a precursor to comprehension and effective writing became apparent in all grades and in all academic content areas. Data shows that student outcomes increased in classrooms where questioning and discussion around content was at the core of instruction. Measures have already been taken to address this need via the implementation of rigorous book discussions and shared inquiry.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ***Vertical Lead Teacher Team meets weekly to provide grade-level feedback and to share instructional strategies.***
- ***Targeted competencies are decided in advance and translated to teachers via the daily Morning Message.***
- ***The Administrative Team meets twice weekly to discuss findings and identify trends that inform the planning of professional development opportunities.***
- ***Administrators will indicate on feedback forms provided at the end of instructional walkthroughs when follow up meetings with teachers will take place.***

- *Administrative findings, in terms of trends, will be discussed with Lead Teachers and the Instructional Cabinet in an effort to guide their future work with teachers across the grades.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Under the direction of the Parent Coordinator and administration, the Lead Teachers will conduct a series of curricular workshops to support parents in elevating their children's academic progress. Furthermore, parents will be provided with instructional strategies in our monthly *Penguin Times* newsletter as well as at our monthly PTA meetings which provide teacher representatives from each grade the opportunity to report on curriculum progress on a rotational basis.**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

TL NYSTL

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTSP budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **TL Fair Student Funding - Instructional Coach**
 - **Title I SWP -Professional Development**
 - **Contract for Excellence- Instructional Coach**
 - **TL FSF- Curriculum Planning Per Diem & Per Session**
 - **TL NYSTL- Purchase student texts**
 - **TL Children First Network- Professional Development, Consultants and Support**

- TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will improve mathematical thinking and reasoning and be able to discuss it.

- **By the end of the 2012-13 school year, 65% of students across the school will achieve a level 3 or higher on two teacher-designed common core units of study in mathematics that embed the math instructional shifts and assess student learning with rigorous performance tasks as summative assessment of the units of study.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Post-unit tests in mathematics provide evidence that students in Grades K-5 have difficulty in completing multi-step problems within their Envision mathematics lessons. Students struggle in decoding the language of problems, identifying the correct operation, completing a multi-step problem and expressing themselves using mathematical language.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ***CFN204 Achievement Coach in Math will provide professional development around the instructional shifts in math.***
- ***Math Coach will facilitate grade-level planning in math that includes the creation of higher-level, topic-specific questions.***
- ***Teachers will revisit curriculum maps in math and seek additional opportunities for refinement.***
- ***Instructional Leads will meet weekly to plan for vertical alignment in math instruction for all students.***
- ***Teacher teams will utilize the UDL framework when planning for differentiated instruction and assessment***
- **Students across the grades will complete a 4 quadrant graphic organizer when solving problems that includes What I Know, What I Want to Find Out, My Strategy, My Solution/ Check That It Makes Sense**

- Students in grades 3-5 will participate in "Game 24" activities and school wide competition to be held in the Spring 2013.
- Students in grades K-5 will participate in computer based problem solving instructional activities for 90 minutes per week using "Mind Research Institutes ST (Spatial Temporal) Math" program.
- Teachers will spend additional time modeling problem solving strategies during mini lessons and teaching students how to apply multi strategies effectively
- Students will work in pairs on extended responses, explaining their work orally before completing in writing
- ELL students will complete a math vocabulary work bank for reference during lesson studies
- SPED students will preview lesson content before the mini lesson to ensure that diverse learning styles are being addressed during instruction
- The math coach will provide professional development in the area of previewing (front loading) lesson content and will provide whole grade demonstration lessons to address common areas of concern.
- The teachers will engage in unpacking the DOE Common Core Math Units of Study and align instructional practices to the performance tasks
- Teachers administer a pre assessment at the beginning of each unit which in turn helps them to plan for differentiated instruction in content and problem solving strategies
- During common preparation periods, teachers examine student work and brainstorm alternative strategies to ensure that the needs of all students are met.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **The Math Coach will facilitate a parent workshop to introduce families to students in Grades 3-5 to Envision math and its online components.**
- **The Math coach will facilitate a parent workshop on introducing families in Grades K-1 to the ST MATH program as well as its alignment to the instructional mathematical shifts.**
- **Parents are provided with tips on "How To Help" their children succeed in math and build problem solving strategies through the monthly *Penguin Times* newsletter.**
- **Parents receive the monthly edition of "Math Plus Science Connection".**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

TL Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **TL Fair Student Funding - Instructional Coach**
- **Title I SWP -Professional Development**
- **Contract for Excellence- Instructional Coach**
- **TL FSF- Curriculum Planning Per Diem & Per Session**
- **TL NYSTL- Purchase Mentor texts**
- **TL Children First Network- Professional Development, Consultants and Support**
- **TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To build capacity across the school via the development of teacher teams that analyze instruction holistically, thus resulting in greater cohesion in practice school wide.

- ***By June 2013, every staff member will be an active participant on at least one teacher team that grounds its work in instructional talks that inform rigorous planning, thus resulting in at least 65% of students achieving a level 3 or higher on 3 published argument based writing pieces as well as 2 content area writing tasks.***

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - **Data indicated that instructional talks previously fell within a specific domain and were not taking place consistently across the school. In order to address this concern, a determined effort was made to provide more teachers with opportunities to attend and turnkey information from professional development sessions. This work will be extended to greater empower and promote professional growth among the faculty as a whole.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Each faculty member completed a survey designed to provide greater insight into learner personalities within the context of a team environment.**
- **Lead Teachers will host a think tank around the article, *The Power of Teacher Teams*, by Troen & Boles.**
- **CFN Achievement Coach, Shirley Rouse-Bey, will provide professional development around the conditions of effective teacher teams.**
- **Vertical teacher team will consistently analyze student work to identify trends and establish next steps in instruction.**

- **Administrators will observe highly functional teacher teams that exude leadership, a collaborative climate, personal accountability, and demonstrate structures/processes & have a task focus.**
- **Teacher teams will utilize student data as the basis for instructional talks as evidenced in the sustained presence of student work products.**
- **Exit slips completed at the end of each meeting will highlight connections between instructional talk and classroom practice.**
- **Teacher teams will engage in an ongoing revision of curriculum maps that reflects new learnings.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **In conjunction with the Parent Coordinator and the PS201 PTA Cabinet, teacher teams volunteer to host parent workshops and present curriculum updates at our monthly PTA meetings.**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **TL Fair Student Funding - Instructional Coach**
 - **Title I SWP -Professional Development**
 - **Contract for Excellence- Instructional Coach**
 - **TL FSF- Curriculum Planning Per Diem & Per Session**
 - **TL NYSTL- Purchase student texts**
 - **TL Children First Network- Professional Development, Consultants and Support**

- TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve instructional practice by engaging all students in two Common Core aligned, rigorous performance based literacy tasks designed with multiple entry points for all learners.

- ***By June 2013, teachers will have created and administered two literacy tasks aligned to the CCLS and addressing the 2012-2013 Citywide Instructional Expectations, resulting in an increase in proficiency by 70% of the students from the first task to the second, as evidenced in the ELA Performance Task Rubric.***

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - **Data collected from responses to literature, culminating products in the content areas as well as published writing pieces indicated that student responses reflected teacher expectations and current instructional practices that lacked rigor.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ***Professional Development provided by the CFN204 Achievement Coach and school instructional team focusing on aligning of curriculum to common core learning standards.***
- ***Professional development by Teacher's College Staff Developers to develop CCLS aligned units of instruction.***
- ***Strong emphasis on the development of higher order questioning skills and rich discussions by teachers.***
- ***Clear and concrete feedback to support teachers' professional growth and development will be a major focus of administration.***
- ***Inquiry focus will be examining student work, understanding rubrics and refining curriculum.***
- ***Common grade prep schedule to provide for collaborative efforts to strengthen teacher effectiveness.***
- ***Weekly Inquiry schedule to focus on NYCDOE common core aligned tasks, review of student work, and development of appropriate instructional strategies.***

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- **Parents are invited to visit classrooms and to collaborate with teachers in enriching the educational experiences afforded to students throughout the day.**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.
x _____ Tax Levy X _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **TL Fair Student Funding - Instructional Coach**
 - **Title I SWP -Professional Development**
 - **Contract for Excellence- Instructional Coach**
 - **TL FSF- Curriculum Planning Per Diem & Per Session**

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Wilson Intervention • Leveled Literacy Intervention (LLI) • Targeted Academic Intervention Initiative; • Extended Day Foundations literacy program 	<ul style="list-style-type: none"> • Small group instruction with specialized teacher • Small group instruction • Small group • Small group (5 – 10 students at a time) 	<ul style="list-style-type: none"> • Students are serviced during the school day 3 times a week during 50 minute blocks • mandated students during 50-minute blocks on Monday-Wednesday for 40 weeks; • AM (7:10 AM – 8:00 AM) Monday & Wednesday over a 15 week block • Students are serviced after-school in 50 minute blocks throughout the school year.
Mathematics	<ul style="list-style-type: none"> • Targeted AIS • AM Math Intervention • Extended Day Math 	<ul style="list-style-type: none"> • Whole class • Small targeted group 	<ul style="list-style-type: none"> • Students math interventions are provided 2 x a week for 10 weeks beginning in February 2013 • AM (7:10 AM – 8:00 AM) Monday & Wednesday over a 15 week block • Students are serviced after-

	Intervention program Students will complete	<ul style="list-style-type: none"> • Small targeted group 	school in 50 minute blocks throughout the school year.
Science	<ul style="list-style-type: none"> • Science Intervention • Teach science through the lens of inquiry; 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During the school day (Friday afternoon)
Social Studies	<ul style="list-style-type: none"> • Build on students' prior knowledge and experiences; • Use instructional methods that allow students to transform information from one symbolic communication system to another; 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • Offered during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><u>Guidance Counselor</u></p> <ul style="list-style-type: none"> • Explain acceptable responses within a social or academic setting • Explain language as a way to communicate • Develop strategies in writing which support social engagement <p><u>School Psychologist</u></p> <ul style="list-style-type: none"> • Visit classrooms as an observer, and then impart understanding of human behavior; • Provide professional development in the understanding of critical situations; 	<ul style="list-style-type: none"> • Small grade-specific group instruction for selected students across the grades • One-on-one counseling for targeted students 	<ul style="list-style-type: none"> • Provided during school hours • During the school day

	<p><u>Social Worker</u></p> <ul style="list-style-type: none"> • Meet with parents and parent coordinator to provide information on services available through CBOs • Visit classrooms as needed to provide support to students and teachers • Provide small group support to students who are at risk of not meeting social and behavioral expectations • Actively outreach to displaced families <p>Participate on the Crisis Intervention Team</p> <p><u>Health-related Services</u></p> <ul style="list-style-type: none"> • Provide students with preventative instruction regarding asthma, common illnesses, vision, and other health needs • Provide 504 parent training • Emphasize the importance of 	<ul style="list-style-type: none"> • One-on-one counseling for targeted students 	
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	<p>maintaining good health and engaging in regular physical activity</p> <p>Provide information about the Obesity and Young People Program</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality
pro

The Administrative Team strives to ensure that each student within PS201 is provided with opportunities to learn from competent educators across the day. Always focusing on the future, we consistently review our substitute 'bank' in an effort to source excellence and employ only those teachers who consistently demonstrate professionalism. We pride ourselves on being a school where faculty transience is practically non-existent, a place where teachers are encouraged to advance on their journey as life-long learners regardless of their years of experience.

The following serves as examples of on-going opportunities for professional development ensuring staff members are highly qualified:

- **Our faculty members are provided with ongoing Professional Development in the area of literacy by Teachers College consultants and by our in-house Lead Teachers. This work is supplemented via collaboration with Queens College whereby teachers are working in conjunction with professors to improve literacy through the content area of science.**
- **Teachers across the school are provided with support in developing systems to support the implementation of differentiated instruction through attendance at off-site workshops, Network meetings, and in-house Lesson Study groups including membership of an Inquiry Team.**
- **Teachers are provided with a menu of professional development workshops from which to choose those that best meet their needs and professional growth. Workshops are facilitated by the Administrative Team, Lead Teachers, Teachers & CFN Achievement Coaches and take place either before or after school. In cases where teachers need one-on-one support, the math coach provides in-class demonstration lessons and meets with individual teachers during their planning periods. The coach also addresses key instructional issues during monthly grade-level conferences.**
- **Training in the implementation of Envision Math and ST Math is provided by consultants at the beginning of the school year and continue as the year progresses.**
- **Our Math Coach meets with teachers of grades 3-5 to analyze the results of Acuity Periodic Assessments and to plan for next steps in instruction.**

It is our continued effort to make certain that teachers are growing professionally ensuring that they remain highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

School's Parent-Compact 2012-2013

Public School 201 agrees to implement the following statutory requirements:

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

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

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

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

We understand the need to provide quality curriculum and instruction.

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

- Parent / Teacher conferences
- Reports to parents on their child's academic progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities
- We understand the need to make sure parents participate in professional development activities, i.e., literacy, math social studies and science workshops

PARENTS/GUARDIANS

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

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

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

I understand the need to monitor my child's:

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Diane Foley	District 25	Borough Queens	School Number 201
School Name The Discovery School For Inquiry and Res			

B. Language Allocation Policy Team Composition [?](#)

Principal Rebecca Lozada	Assistant Principal Ida Rowe Joyce Heskial
Coach Sharon Peborde	Coach
ESL Teacher Claudine Costa	Guidance Counselor Mindy Kaiser
Teacher/Subject Area Gary Wong	Parent Jessica Garcia
Teacher/Subject Area Russel Butts	Parent Coordinator Pei Hsia Wang
Related Service Provider Elisa Diamond	Other type here
Network Leader Diane Foley	Other type here

C. 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	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	450	Total Number of ELLs	41	ELLs as share of total student population (%)	9.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

P. S. 201Q follows these identified steps to generate the number of ELLs in our school:

1. During registration the ESL teacher works collaboratively with the Pupil Personnel Secretary identifying families which are in need of an explanation of the home language (HLIS) form. At this time the ESL teacher presents parents with a packet explaining the levels of English Language instruction available to them within the district. Our Parent Coordinator speaks both Mandarin and Cantonese, the secretary speaks Spanish, French and German. When necessary, the parent is afforded a translator in the language spoken at home. During the initial 10 days of school, the ESL teacher conducts meetings for parents who speak a language other than English. At this meeting parents are presented with options to have instruction in an ESL, Dual language, Transitional Language or Bilingual program. The parent option form is then presented and the data is shared with the Principal and office staff including the ESL teacher. The Parent Coordinator also conducts walkthroughs of other school who offer Dual Language and Bilingual classes. Entitlement letters are distributed and collected by the ESL teacher and Parent Coordinator. Those letters are kept on file in the General Office. Our school calendar is an information source that is translated into languages spoken within the school community. Outreach includes, PTA meetings, ESL classes for parents, school messenger service provided in different languages and written and e-mail notices to all parents. P. S. 201Q uses the services of the Translation Unit of the DOE. The school follows the guidelines of CRP 154 and hold meetings in the language of the families attending P. S. 201Q. All meetings have on hand a person to translate the information in the moment. After reviewing the Parent Surveys the trends noticed conclude that the majority (85%) of our parents prefer Free Standing ESL model for their child's education. We encourage parents to view other educational environments. Of the 5 new admits in September 2012, 5 requested ESL Free Standing programs. The alignments between the parent request for ESL Free Standing, our school's model is Push-In with lessons aligned to the students academic experience with the classroom teacher and the ESL supports of the ESL teacher.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	5	5	5	5	5	5								30
Total	5	5	5	5	5	5	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	38	1	10	3	1	10	0	0	0	41
Total	38	1	10	3	1	10	0	0	0	41

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish		0			0				0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	6	2	2	6	3	2								21
Chinese	5	3	2	5	2	0								17
Russian	0	1	0	0	0	0								1
Bengali	0	0	0	0	0	0								0
Urdu														0
Arabic		1				1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	11	7	4	11	5	3	0	41						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) Instruction is delivered as a push in model for most grades: The ESL teacher collaborates during instructional planning with the classroom teachers. The ESL teacher receives Professional Development through Teachers College Reading and Writing workshop with the assigned classroom teacher. OELL is also a provider for Professional Development for all teachers including ESL. Classes are grade specific allowing students to receive instruction with their peers in the same content areas. Differentiated instruction models include Stages of Second Language Acquisition, preproduction, early production, speech emergence, intermediate fluency and advanced fluency.

2) The staffing of one ESL teacher who is assigned the full complement of ELLs, provides the mandated number of minutes for the ESL population. By using the Push-In model we are able to serve the student with ESL strategies in their home room environment. There is also time within the schedule to provide the ESL teacher with strategies used by the Speech teachers to fully make all aware of the alignment of speech and language acquisition. The instructional model of Push-In drives the mandated minutes for each student.

3) Content area instruction is delivered in the classroom through Non-Fiction reading and designed within the instructional models and strategies of the ESL teacher. Students are taught based on grade level how to use summary frames as a method of acquiring information.

4) Students are assessed in native language when the ESL teacher recognizes the need as based on instructional models taught in English. Differentiated is provided throughout lesson planning and instructional organization. Each student establishes goals along with the classroom teacher and the ESL teacher. The goals help students track their understanding of the content areas. Tracking walls are set up in the ESL room to help administration understand where each child is within the instruction. (SIFE) students need places, artifacts and environment to have labels and definitions throughout their learning day. The labeling is also in each classroom, cafeteria, auditorium and hallways. Strategies used and passages acquired within the NYSESLAT exam are reviewed, taught, and reexplained so that students are familiar with the language patterns. Long Term ESL students are provided with additional instruction within the ESL schedule to help them navigate complex text with the assistance of the Wilson Reading teachers. Saturday Programs support the ESL population through drama and movement. The 3 students who have 4-5 years of ESL are provided with AIS early morning instructional support from the ESL teacher, Wilson teacher and Math teacher. There are no students in the ESL program with more than 5 years.

(6,7) Scheduling of classroom teacher, ESL teacher, and Speech teachers support the curriculum development for the ESL population as a focus study to develop better ways to communicate instructional models that work. The day is divided up into 7 periods including lunch period. The literacy block is 60 minutes and the math block is 60 minutes. Science and Social studies are both 45 minute periods 3 times per week. The tech lab, science, social studies and gym periods are all 45 minutes. All cluster subjects are mainstreamed in the least restrictive environment.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		
	0		

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

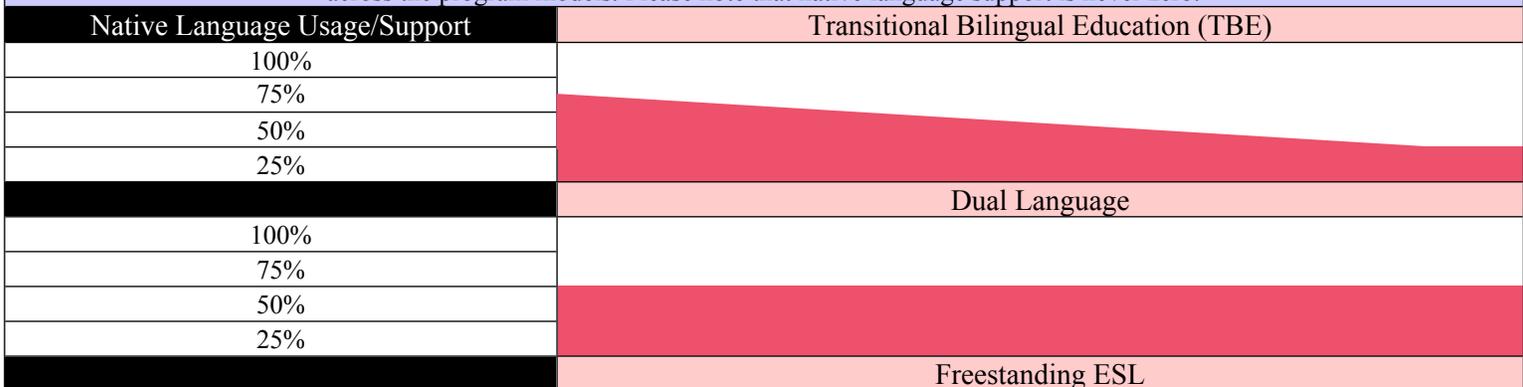
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8) Targeted intervention services for ESL students is designed around the Common Core State Standards. Determining Language Functions and Structures addresses specific uses of language for accomplishing certain purposes. Using data from ECLAS for grades K-2 and Acuity for grades 3-5 helps to determine which language function works best for individual children. Teacher conference notes also support the differentiated language functions that occur each day in a classroom. Also The Sheltered Instruction Observation Protocol (SIOP) is a researched based model that mainstream teachers use to better instruct ELLs. The SIOP model encourages language learning by highlighting key features of English language. Teachers set content objectives while also reviewing which linguistic functions and structures in the lesson students will need in order to effectively participate.

9) Transitional support for (2 years) for ELLs reaching Proficiency will continue as a Push-In model for upper grades and lower grade students will be supported directly in classrooms through the teacher. 10) A schedule that gives support 3 times per month with PD provided to the classroom teacher will encourage continued ESL instructional strategies for students to sustain academic growth in the English Language. Title III programs will continue with the support of dramatic literacy interventions, movement with language support and the use of higher order thinking skills to process problem solving. 11) We will not discontinue services for ESL students. 12) ESL students are included in all programs offered to the school community. Parent notices are translated into the home language for parent communication. Test Prep schedules, dance, theatre, gym, AIS are always made available to students who do not speak English or are in the ESL program. 13) Technology via lap tops are part of the instructional program. STMath is provided 1 period per week to most classes to encourage critical thinking to ESL students and the general population. NYSELAT workbooks are used during Test Prep for the NYSESLAT. 14) Native language support is provided by the Parent Coordinator who speaks Mandarin and Cantonese. Several staff members speak Greek, Italian, Spanish, Russian and Urdu so that communication is always flowing. 15) Services and support are delivered as per NCLB and CR Part 154 at the child's grade level or age specific. Differentiation is provided based on the Language needs in English or the native language spoken by the families. 16) Newly arrived students are afforded a formal introduction either in English or the native language. Parent meetings take place by-monthly for newly arrived students. The families are invited and the instructional models used are articulated and demonstrated for clarity of understanding. Literature is also provided that explains the NYDOE English Language Programs and parent workshops that support parent involvement. 17) There are not language electives. Third grade students take Mandarin as a second language as part of the curriculum. Queens College Reading support is offered to students in grades 2-5 with Master Level instructors.

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)?

na

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.

1) Professional Development is provided by the CFN 204 Achievement Coach to all teachers who register as part of the Professional Development Plan. Teachers College workshops are provided 4 times per year at P. S. 201Q. Teachers including the ESL teacher are sent to Columbia University for additional Literacy strategies to improve instruction for ESL students and the general population.

2) Intervisitations to the Middle School, ESL teacher workshops with Middle School ESL teachers and student curriculum support from classroom teachers.

30 Each staff member receives greater than 7.5 hours of ESL staff development per year as per the Professional Development calendar.

Monthly meetings focus on ESL strategies and instructional frameworks that support student learning and engagement for ELLs.

E. Parental Involvement

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

1) Parent involvement workshops are provided by the Parent Coordinator as well as the Assistant Principals in Literacy strategies, homework support, and the PTA. Parents of ELLs participate in Title III workshops, trips, and craft themed events. Parent involvement also includes participating in class trips, assembly programs, and awards ceremonies.

2) We partner with Neighborhood Music and Arts, Dancing Classrooms, TZU Foundation, Columbia University Medial University and Queens College Reading Program.

3) Parent surveys, parent suggestions and the Principal focus group which meets 1 time per motn help us to gage the needs of our parents. The Parent Coordinator also extends herself for outreach via community meetings.

4) Reviewing the data from the surveys helps us formulate parent workshops, events and strategy groups to support parent needs.

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)	6	6	2	1	0	1								16
Intermediate(I)	3	3	0	5	3	2								16
Advanced (A)	0	1	2	5	1	0								9
Total	9	10	4	11	4	3	0	0	0	0	0	0	0	41

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1) Grade K-2 Literacy Assessments include ECLAS 2 and Teachers College Reading Assessment which are administered in the fall and spring. Teachers College Reading Assessment is administered 3 times per year. Math Assessments include NYC DOE Acuity and Envisions Math which has a pre and post test. Insights found are that students have difficulty with early language development which impacts understanding of the English language as they become older. Letter sound fluency develops as the exposure to rich language is infused into the daily read aloud each day within a designated time frame. The students enjoy picture books at all grade levels and their experience with the picture books helps them at home. 3% of the ELLs in Kindergarten had little exposure to the English Language prior to entering school in the US. Most hear and speak their native language at home. Friendships help to support learning the English Language in social situations.

Reading Running records are on going and teacher conference notes drive literacy instruction. Teachers meet to discuss the overarching misconceptions that students experience in reading and math and adjust instruction to meet the academic needs of the students. NYSESLAT and ESL Acuity Periodic Assessments are administered by the ESL teacher 3 times a year. ESL instruction also includes vocabulary building and assessments to view the understanding of sentence structure. 3) Patterns that are prevalent across grades include difficulty in recognizing Main Idea, conventions in writing and being able to infer as readers. 4) School leaders are using the results of the Periodic ESL assessment to design curriculum maps which include ESL instructional foundations to support all teachers teach to the ELL population. It is common knowledge at our school that ESL strategies can be used with the general population. 6) The success of the ESL program is evidenced by how well ESL students perform in the classroom, in social situations and progress monitoring on school designed assessments. It is also evidenced by how well ESL students perform in the academic arena including all state and citywide tests.

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.

Instructional adjustments are made by both ESL teacher and classroom teacher and the inclusion of Saturday programs with Title III funding help to support the ELL population. Proficient students are invited to AM Academy programs in reading, math and problem solving skills. The programs are popular with the ELL students. Our ELL population performs with high level proficiency during all New York State assessments. ELL students score at levels 3 and 4 in reading and math and also science. [aste additional information here](#)

Part VI: LAP Assurances

School Name: P. S. 201Q

School DBN: 25Q201

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rebecca Lozada	Principal		11/20/12
Ida Rowe	Assistant Principal		11/20/12
Pei Hsia Wang	Parent Coordinator		11/20/12
Claudine Costa	ESL Teacher		11/20/12
Jessica Garcia	Parent		11/20/12
Gary Wong	Teacher/Subject Area		11/20/12
Russell Butts	Teacher/Subject Area		11/20/12
Sharon Fricano	Coach		11/20/12
	Coach		11/20/12
Mindy Kaiser	Guidance Counselor		11/20/12
Diane Foley	Network Leader		11/20/12
Joyce Heskial	Other <u>Assistant Principal</u>		11/20/12
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 25q201 School Name: The Discovery School For Inquiry an

Cluster: 02 Network: 204

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.

P. S. 201Q uses as an identifier of Language needs the following: Home Language Form, Parent surveys, and language options for parent response during PTA, Workshops, Family events nights. We have a school checkoff list that includes language options. We also use the DOE Translation Unit.

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.

P. S. 201Q 's use of written translation and oral translation findings are: Parents seek out oral translation opportunities more often than written translation. Oral translation gives parents and families face to face communication. 85% of our families seek out the Parent Coordinator to translate in mandarin and cantonese. The secretary speaks French, Spanish, and German and two staff members speak Greek so many of our parents view the building as an oral source of communication.

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.

At the beginning of September, parents are invited to meet with the Principal and administrative staff to communicate their individual and family needs. The invitations are translated in writing and orally via the school messenger service. Blue Emergency cards are also translated into languages that represent P. S. 201Q. All documents that are sent home are translated into the language of the student's family. Our time frame for communication is usually 1 1/2 weeks prior to any event. The DOE Translation Unit, Parent Coordinator or staff member who speaks a language other than English provides translation and visits home to communicate events from the school.

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.

Oral language interpretation services are provided via a school staff member, DOE Translation Unit or parent volunteers. The PTA calendar and the school wide calendar is sent out to parents at the beginning of each month. Parents then are given opportunities to sign up for translation in advance. P.S. 201Q staff members are always on call to assist in language translation or interpretation at all school events.

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>.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS201: The Discovery School fo	DBN: 25Q201
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Supplemental instruction for ELL students, supporting collaboration between the certified ESL teacher and content area teachers, will ensure that participating students will have further access to grade-specific content and vocabulary outside the realm of the regular school day. Students served will span kindergarten through grade five.

Our after-school program will commence on February 4th, 2013 and will run through March 22nd, 2013. It will take place twice weekly from 3:25p.m.- 5:00p.m. This program will address the needs of ELL students in grades K-5 and students will work in three groups (grades K-1, 2-3, and 4-5 respectively). This work will be conducted in partnership with Neighborhood Music and Arts. Although instructors will address balanced literacy, the development of speaking and listening skills will be at the core. The role of the ESL specialist is to assist in the planning of after-school experiences and to support the content area teachers within instruction. This support will involve the sharing of best practices in ESL instruction and the provision of necessary resources. Students will be engaged in both whole group and small group learning activities. Grouping will be flexible to provide opportunities for students to work, at times, with peers who are at a similar level of proficiency and at other times to work with students who have greater competency in English. The number of students within each group will vary, but at no time will the number of students working with one teacher exceed fifteen. Within this program all ELL students will receive direct supplemental instruction from the ESL specialist and from the content area teachers (both certified ESL teachers) during each session. The opportunity for ELL students to work with peers in different grades will strengthen the ELL community school wide.

In addition, PS201 has partnered with Materials for the Arts for both within school time and after-school activities. The after-school component will address the needs of both students and their families. It will begin in January and end in June. This program will run once a week for a two hour period. All ELL students will be serviced by both the ESL specialist and common branch teachers. Program planning will be collaborative and the ESL specialist will rotate between groups during the instructional periods. Within the school day a total of 19 ELL students in the upper grades will work with a resident artist for two hours weekly for a total of fourteen weeks. The program will start in December and will conclude in March. During this time students will have increased opportunities to explore the theme of recycling. Students will investigate possibilities for recycling within their daily lives. They will conduct an inquiry into water as a natural resource and its utilization both within students' lives and in the lives of other communities around the world. This work will involve the exploration of informational texts as well as internet resources and visuals. In furthering this theme, students will actively explore the use of water via engagement in paper-making activities. Our certified ESL teacher will participate in the professional development activities that will take place before launching the residency. In this way, she will learn about the joint expectations of both teachers and the teaching resident and will work throughout the residency to ensure that resources are available and that best practices are infused within instruction.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional development for our certified ESL teacher and additional Title III Program teachers will help these teachers develop their craft as ELL providers by ensuring that they have access to the latest in ELL instruction. Workshops attended will include those that focus on ELL success in the Common Core Learning Standards and those that promote greater ELL participation within learning. Teachers will attend sessions facilitated by staff developers from Teachers' College as well as those offered by our partners at Neighborhood Music and Arts and Materials for the Arts. In addition, teachers will attend workshops hosted by CFN204 and will receive ongoing support from our CFN204 Achievement Coach in ELL instruction, Ms. Rouse-Bey.

Professional development through Neighborhood Music and Arts will help teachers create an environment conducive to ELL success. It will address instructional supports and demonstrate how these supports can best be utilized to advance student outcomes. Our partners at Materials for the Arts will provide two hours of professional development to teaching staff before launching the residency. The purpose of this work is to collaboratively plan a program of instruction that will meet the needs of all learners. The teaching resident will present teachers with resources to be used during the residency and will provide guidance in how teaching resources can be utilized most effectively with ELL students.

Professional development is ongoing throughout the year and opportunities are provided for participating teachers to turnkey information to colleagues at grade conferences and during staff development sessions.

Part D: Parental Engagement Activities

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

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

Begin description here: Our ESL certified teacher will collaborate with our Parent Coordinator in planning events that will help the parents of ELL students support academic growth. A series of Parent Workshops will address ELL families only and these workshops will take place at different times throughout the day in an effort to maximize participation. Workshops are approximately one hour in duration. Topics covered include Literacy Within The Home, At-Home Reading, Homework Help and Learning in the Environment. Parents also learn how to encourage inquiry-based learning experiences.

Parents of ELLs will also have opportunity to attend field trips sponsored by Title III funding. These trips will take place on two Saturdays during the year as well as two afternoons. Trip participants include both ELL students and their parents. Families attending Saturday trips will assemble at PS201 at 9:00a.m. and

Part D: Parental Engagement Activities

will return to PS201 at 3:00p.m. approximately. The trips include museum visits, participation in cooking classes, along with visits to places of historical significance.

Parent events are listed on the school web site (www.PS201.org). In addition, letters and flyers in the home language of the parents are sent out to notify parents of upcoming events. Fortunately, PS201 has personnel who speak more than 15 different languages. We also use NYCDOE translation services.

Part E: Budget

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

Allocation Amount: \$

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