



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X549

PRINCIPAL: ROLANDO RIVERA

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SUPERINTENDENT: ELAINE LINDSEY

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
Rolando Rivera	*Principal or Designee	
Nicholas Federn	*UFT Chapter Leader or Designee	
Evelyn Aguirre	*PA/PTA President or Designated Co-President	
Jason Concepcion	DC 37 Representative, if applicable	
Madison Rasua	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
George Davis	Member/ UFT	
Matthew Schoenstein	Member/ UFT	
Francis Laughner	Member/UFT	
Pam Prete	Member/Parent	
Milagros Marte	Member/Parent	
Julia Santos	Member/Parent	
Teresita Antigua	Member/CSA	

** 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.

Goal: Teachers will be able to efficaciously create, implement, and assess the results of their periodic assessment examinations

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.

By the end of the school year, 90% of the teachers will create a total of six Assessment Reports that identify the content and skills, the test results, the reasons for these results, and the modification plan for improving future classroom instruction.

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.

Teachers will employ pre-established benchmarks—such as matrices and rubrics and proficiency rates for multiple choice questions (75% or higher)—to determine if the students are progressing in their content mastery and skill acquisition from one test to the next.

Longitudinal analysis of particular skills and content through the Appearance Scantron results and teacher-created rubrics will indicate the degree to which are improving or not improving in the intended content mastery and skill acquisition.

Teachers will identify particular instructional strategies that are not working, as well as consider particular strategies that need to be implemented, given the findings of the data analysis conducted.

Through one-on-one meetings and informal observations, an instructional leader and the teacher will collaboratively analyze the results of the assessments to ensure aligned and cogent analysis between the results on the test and the instructional implications of these results.

The analysis is the most important aspect of this process—to determine the students' current content mastery and skill acquisition and use this analysis to improve teachers' instructional practices

- 1) **Teachers will receive professional development training that delineates the process for effectively and efficiently**

constructing periodic assessments, implementing them, and assessing their results.

- 2) Teachers will construct their analysis tests six weeks in advance of the date of this test. The instructional will review and evaluate these tests to ensure they are efficaciously constructed.
- 3) After administering the periodic assessments, all teachers will engage in a data analysis meeting with an instructional leader—the principal, assistant principal, or a coach to work one-on-one to discuss the findings of their results and next steps for future classroom instruction based on the analysis of these results.
- 4) Teachers will use the Scan-Tron Appearance program to track data on four levels: question, skill/standard/content, student, and whole class. These reports will be attached to the periodic assessment analysis sheets.
- 5) Teachers will be required to write a four page report for each and all periodic assessment analysis results and submit this report to the instructional leaders prior to the aforementioned meeting. The data-analysis meetings will precede the write-ups.
- 6) Immediate informal observations of all teachers will identify the ways in which the classroom instruction subsequent to the periodic assessment data meeting reflects the next steps discussed at the meeting.

The instructional leaders will be trained on this process works as well.

As mentioned previously, teachers will employ pre-established benchmarks—such as matrices and rubrics and proficiency rates for multiple choice questions (75% or higher)—to determine if the students are progressing in their content mastery and skill acquisition from one test to the next.

Longitudinal analysis of particular skills and content through the Appearance Scantron results and teacher-created rubrics will indicate the degree to which are improving or not improving in the intended content mastery and skill acquisition.

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.

DHS will seek parent involvement consistent with section 1118 and ESEA to include parents of limited English proficiency, disabilities and migratory children. Parent involvement will include two way communications between the parents and school regarding academic leaning and other school activities. DHS will involve parents of Title 1 children as to how Title 1 funds are being spent. Parent involvement will be included in decision-making and advisory around their child's education and academic development.

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:

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).
- As part of a teacher's professional duties, they will construct a "periodic assessment" every 6 to 7 weeks in advance of the assessment implementation for the purpose of assessing where students are relative to where they need to be. The Principal, Assistant Principal of Instruction and Coach, as part of their professional duties, will review the assessments and provide feedback regarding the construction and content of the assessments prior to its implementation. Post- implementation, teachers will analyze data generated from the assessment to determine what instructional next steps need to be implemented in order to move students closer to the intended learning objectives. During regularly scheduled, twice weekly instructional intensives, the Principal, Assistant Principal and Coach will meet with teachers to provide feedback regarding the analysis to include what happened and why and the plan for instructional next steps. This entire process is part of the teacher's, Principal's and Assistant Principal's regular professional duties.

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.

Goal:	Instructional leaders will conduct frequent, unannounced classroom visits that provide specific and actionable feedback statements for teachers to immediately improve their classroom instruction— planning and preparation and delivery of instruction (see framework below).
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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.

By the end of the school year, administration will conduct more than ten informal observations for all major academic subject teachers.

Discovery will use its organically-constructed, research-based “Matrix for Effective Instruction”.

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.
- 1) The instructional leaders will create a concretized calendar to ensure that all teachers will be observed twice a week (for about twenty minutes a visit);**
 - 2) Feedback protocols will be created: teachers will receive no more than two feedback statements at one time to ensure that they are given very specific, targeted feedback to improve their own classroom instruction;**
 - 3) A new feedback sheet will be created for this purpose.**
 - 4) Teachers will often be informally observed right before a meeting to provide the teacher with an opportunity to inductively arrive at a conclusion regarding their areas for improvement.**
 - 5) Teachers will be given a special composition notebook to track the information and next steps for improving their**

classroom instruction.

An observation tracker will be created and implemented by the instructional leaders to monitor, assess, and improve the areas for improvement by teacher.

Review and analysis of observation tracker will indicate if the teachers' are improving upon the areas of improvement that have been identified;

An analysis of student data—periodic assessment results, examination of student work products, etc.—will indicate the impact of the teachers' teaching on their students' learning.

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.

DHS will involve parents in the joint development of the District Parent Involvement Plan where parents will be informed of parameters at a meeting held specifically for this purpose. Parents who cannot attend the meeting will be informed via the U.S. postal service. Parents will complete a survey regarding school-wide concerns and DHS will provide parents information regarding progress reports, New York State report card, school quality review, learning environment survey, and analysis of student progress via cohort and the NYS cohort and subgroups.

Discovery High School will build parent capacity for strong involvement in the Discovery High School community to include use of Jupiter Grades, registration for student Saturday school programs, building relationships with teachers, building parent literacy, etc. Information for parents will be uniform in it's message and accessible, meaning all school communications will be translated and disseminated in English and Spanish.

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).
- As part of their professional duties, the Principal, Assistant Principal and Coach will informally observe teachers in their charge twice each week for approximately half a classroom period for the purpose of assessing teacher effectiveness in constructing and implementing lesson plans. Feedback and suggestions for next steps will be provided to teachers using a specified set of criteria on a designated observation form and discussed in detail during regularly scheduled twice weekly meetings or "instructional intensives." Teachers are expected to record and implement the feedback which will be one focal point for

the following informal observation. This cycle continues throughout the year as part of regular professional duties for the teachers, Principal, Assistant Principal and Coach.

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.

Goal:

Teachers will create two common-core aligned unit plans in all major academic subjects.

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.

Major Subject Teachers (English, Science, Music, Art, and Social Studies):

All Teachers at Discovery High School will incorporate *at least* two standards from the CCLS (in reading and in writing) to create at least two unit plans, with accompanying lesson plans.

Math Teachers:

Math teachers will create two unit plans that derive their standards from the CCLS (including the standards of practice and domains of focus selected this year).

By the end of six week cycles, teachers will be required to administer performance tasks that will measure students' content mastery and skill acquisition as related to the standards in the common core units.

The students' improvement (or lack thereof) will be measured through the aforementioned periodic assessment analyses.

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
- **Discovery will continue to provide professional development workshops on the methods by which the standards in the CCLS can be implemented and assessed in the current school's major subject area curriculum. In particular, the first day of school for all teachers will focus on identifying the salient aspects of the CCLS and identify particular standards that can be infused in English and math in particular, as well as science and history in general.**
- **The English and Math Department will hold consistent departmental meetings in which they develop a plan of action for implementing the standards in the CCLS.**

- **The instructional leaders will conduct weekly informal observations of teachers to ensure that they are efficiently and efficaciously implementing the standards of the CCLS.**
- **Currently, 75% of Discovery’s teachers participate in school-wide PD three times a week. Some of this time will be spent reviewing, analyzing, and discussing methods of implementing the CCLS standards and assessing its implementation through teacher-created formative and summative assessments.**
- **More than half of the teachers in Discovery participate in the one-on-one twice-weekly “instructional intensives.” These teachers will identify, review, and discuss the ways in which the common core standards can be implemented in their curriculum; during these meetings, the teacher and administrator will collaboratively assess the efficacy of the teacher’s implementation of these standards.**
- **An analysis of the aggregation of informal and formal observations of teachers’ classroom instruction will indicate the degree to which the CCLS are prevalent in all classrooms.**
- **An analysis of teachers’ unit and lesson plans (as constructed on paper) will also provide evidence of the incorporation of the CCLS.**
- **An analysis of teachers’ Periodic Assessments (given in six-week intervals) will indicate the degree to which students are able to accomplish the standards in the CCLS.**
- **Matrices and Rubrics will be used to determine students’ improvement in performance and progress.**

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.

Components of school parental Involvement policies will include training parents to enhance involvement that will further involve parents in their child’s education via school meetings that are scheduled for times when parents are more likely to attend. Discovery High School will work to develop appropriate community roles and provide other supports under section 1118-Parental Involvement.

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).
- As part of regular professional duties for teachers, the Principal, Assistant Principal and Coach, teachers will work collaboratively during professional development facilitated by school leaders and scheduled three times each week, to construct two unit plans that are based on the CCSS. Teachers will be informed of the CCSS through professional development workshops conducted by school leaders on the methods by which the standards in the CCLS can be implemented and assessed in the current school's major subject area curriculum. The efficacious planning and implementation of two units based upon CCSS will be based upon established rubrics and matrices and observed by school leaders during regularly scheduled instructional intensives, informal and formal classroom observations, and analysis of periodic assessment data. Regular discussions during professional development and instructional intensives will occur between school leaders and teachers in order to ascertain the degree to which the CCSS are being effectively implemented.

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.

Identify lowest third students who need additional instructional support and provide them with an instructional program that will improve their academic performance and progress.

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.

Discovery will create an inquiry team that will gather and analyze data on the 9th grade lowest third students to determine where these students are in relation to where they need to be.

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.

For Lowest-Third Students in Cohort 2016, there will be a 3% increase in the number of students who receive ten or more credits by August 2013.

Currently, 54.7% of our lowest third population received ten or more credits last school year, 2011-2012.

Discovery will create an inquiry team that will gather and analyze data on the 9th grade lowest third students to determine where these students are in relation to where they need to be.

This inquiry team will develop an action research focus: they will identify a particular problem that the students in this subgroup all share and address this problem in the course of their once-a-week inquiry meetings.

Team members will examine student work on a weekly basis to determine the degree to which their instructional interventions are resulting in improved student outcomes.

Additionally, the teacher teams will:

- Use the data it has gathered and analyzed to *monitor* and *revise* their goals and strategies for the students

- ⌚ **Identify, discuss, and steal best practices to ensure that we are teaching in the best manner possible.**
- ⌚ **Identify, discuss, and ensure** that our content and skill teaching is *aligned* to the standards for each respective subject area.

Scholarship and progress reports will indicate a 3% increase in the number of lowest third students who receive ten or more credits by August.

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.

Joint development of the School Parental Involvement Policy will be done by the parent coordinator, parents of Title 1 children and part A programs via discussions at PA and SLT meetings to be adopted and in effect from October 2012 through June 2013.

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).
- Discovery High School will form an inquiry committee to identify those students who fall into the lowest academic third of the student population and who need additional instructional support. The inquiry team will regularly analyze student work to discuss and determine the specific needs of individual students. Title 3 monies will be used for those students who are ELLs and Fair Student Funding will be used for the remainder of the “lowest third” to cover per session and materials necessary to create a Saturday Academy designed to provide identified students with an instructional program that will improve their academic performance and progress.

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	Double period classes (two different but interconnected classes)	Tutoring, small group, one to one.	During lunch, after school, and/or Saturdays
Mathematics	Double period classes (two different but interconnected classes)	Tutoring, small group, one to one.	During lunch, after school, and/or Saturdays
Science	Review and Regents Prep	Tutoring, small group, one to one.	During lunch, after school, and/or Saturdays
Social Studies	Double period classes (two different but interconnected classes)	Tutoring, small group, one to one.	During lunch, after school, and/or Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services by guidance counselor, school psychologist, or social worker.	Individual and or small group.	Elective Periods or during lunch.

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 professional development that ensures staff is highly qualified.

- 1) Discovery High School will use the best available resources for identifying highly qualified teachers: New Teacher Finder, NY Times, references and recommendations, Open Hire, etc.
- 2) Construction of Interview Questions to elicit the characteristics of a highly qualified teacher.
- 3) Employ a 3 step Interview Process: 1) Preliminary Phone Interview 2) Interview with AP of Instruction to select potential candidates and 3) Interview with the Principal.
- 4) Demo-Lesson, with analysis of lesson plan construction and delivery of instruction.
- 5) Analysis of Teacher Portfolio to determine teacher's strengths and areas for improvement.

**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;

Discovery High School Parental Involvement Policy

I. General Expectations

Discovery High School agrees to implement the following statutory requirements:

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

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

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

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

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

2. Discovery High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - a. Through various parent forums (PA meetings/ Parent Conferences/Parent Workshops) Invite parents provide information and resources on school wide events:
 - a. Progress Report Results
 - b. New York State Report Card
 - c. School Quality Review
 - d. Learning Environment Survey
 - e. Data Analysis of student progress by cohort and subgroup

3. Discovery High School will coordinate and integrate parental involvement strategies in Title Part A with parental involvement strategies under the following other programs:
 - a. Frequent (monthly mailings and simultaneous distribution to students during their 4th period class) of parent calendars with dates noted of all school level team meetings. Calendar serves as an open invitation to parents.
 - b. Provide for flexible meeting times (evenings and weekends) to accommodate parents with work schedule or child care issues.

4. Discovery High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, by implementing the following activities:

Understanding of Key Information to Make Informed Decisions:

 - a. Distribute national standards and Discovery High School's promotional criteria.
 - b. Distribute Examinations Schedule for each grade level.
 - c. Parent Meeting with Guidance Counselor to discuss if their child is on track or off track (transcript evaluation) and develop plan of Action for student progress.
 - a. The above noted action plan will consist of parent tracking of attendance and grades on Jupiter Grades online grade/attendance reporting system.
 - b. Registration of student in PM School/Saturday Academy for credit recovery and or Regents/RCT preparation.

- c. Fostering of communication with teachers (email/phone).
 - d. Computer Literacy Training and Informational Sessions will be held as needed by Parent Coordinator, In House Technology Specialist, Teachers, Guidance Counselors, and any other Discovery/District/Network personnel knowledgeable in said topic.
 - e. Host events to celebrate diversity and encourage a positive school climate.
5. The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
- a. Include parents in the development and managing of aforementioned workshops that will be held for the parents.
 - b. Train educators on how to improve their communication and outreach efforts with parents.
 - c. Continue improving the Welcome Center with insightful resources for parents.
6. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- a. All materials will be disseminated in English and Spanish.
 - b. In house translations will be available at the school for any additional explanations or clarifications needed on disseminated materials.

III. Discretionary School Parental Involvement Policy Components

Other activities may include:

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with parent coordinator, parents of children participating in Title I, Part A programs, as evidenced by discussions at PA and SLT meetings.

This policy was adopted by Discovery High School on October 2012 and will be in effect for the period of October 2012 to June 2013.

The school will distribute this policy to all parents of participating Title I, Part A children on or before December , 2012.

(Signature of Principal)

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

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.

Discovery High School School Parent Compact

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

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

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

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

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

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

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

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

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

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

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

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

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

Principal Signature, Date

Parent Signature, Date

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
2011-12**

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 CFN 551/DSSI Cluster 05	District 10	Borough Bronx	School Number 549
School Name type here			

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

Principal Rolando Rivera	Assistant Principal Teresita Antigua
Coach Celia Cruz	Coach type here
ESL Teacher Jennifer Calvano	Guidance Counselor Maria Joseph/Christine ORourke
Teacher/Subject Area Cassandra Ynocencio/Special Education	Parent Loretta Scott King
Teacher/Subject Area type here	Parent Coordinator Karina Sanchez
Related Service Provider Diana Chase/Dalilah Bobb	Other type here
Network Leader Margaret Struk	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	2
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	26
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	554	Total Number of ELLs	114	ELLs as share of total student population (%)	20.5%
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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. 

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes	No X	If yes, indicate language(s):
Dual language program	Yes	No X	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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	2	1	1	5
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	9
SIFE	29	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	51

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39	23	2	24	3	2	51	3	5	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Total	0	0	0	0	0	0	0	0	0	0
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														
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			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
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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										26	29	36	21	112
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other														0
TOTAL	0	114												

Part IV: ELL Programming

A. Programming and Scheduling Information

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).
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?

Paste response to questions 1-7 here

Discovery has a Freestanding English as a Second Language program (Ungraded/Heterogeneous) run by a certified ESL teacher. During the 2011-2012 school year, the ESL program will support approximately 114 ELLs at the Beginner (360 minutes per week), Intermediate(360 minutes per week), and Advanced levels (180 minutes+180 minutes) with double period and single period classes. A one-semester Transitional ESL class will be provided for ELLs who reached proficiency on the previous year's NYSESLAT. Since all instruction is provided uniquely in English, the ESL teacher uses differentiation and scaffolding strategies in the classroom to make input comprehensible to each student regardless of his or her level of English. The ESL teacher works with each content area teacher to incorporate these strategies. The ESL program follows Discovery's model of project-based instruction to provide ELLs with the appropriate skills needed for their language development across the modalities, as well as for their success on standardized assessments such as the NYSESLAT and Regents Examinations.

In analyzing both scholarship and Regents examination data in the 2010-2011 school year, it is evident that Discovery's ELLs are in need of greater support in Math, Social Studies, Science, and English. Results indicate they are performing below the Mainstream population, with the exception of the Foreign Language Regents (passing scores ranging from 85-99), administered in their Native Language.

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

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

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

- speaking. 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				
Social Studies:				
Math:				
Science:				

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

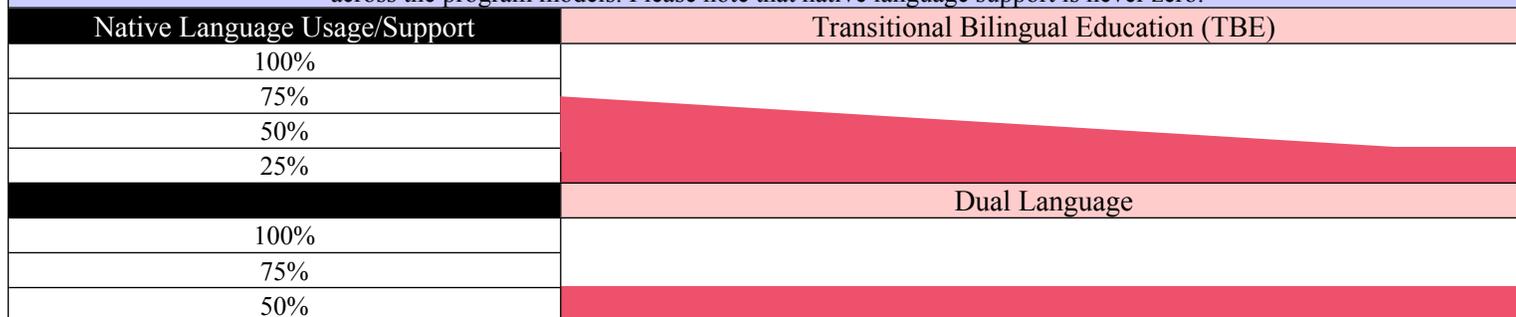
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



25%	Freestanding ESL		
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?

In analyzing both scholarship and Regents examination data in the 2010-2011 school year, it is evident that Discovery's ELLs are in need of greater support in Math, Social Studies, Science, and English. Results indicate they are performing below the Mainstream population, with the exception of the Foreign Language Regents (passing scores ranging from 85-99), administered in Spanish (the only language elective offered at this time).

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

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

After school / Saturday tutoring is available for all Ell's and for the 2012-2013 school year they will also be invited to participate in a bridge program.

C. Schools with Dual Language Programs

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	9	10	4	30
Intermediate(I)										7	11	15	7	40
Advanced (A)										13	10	9	12	44
Total	0	0	0	0	0	0	0	0	0	27	30	34	23	114

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

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

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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

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

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x549 **School Name:** Discovery High School

Cluster: 05 **Network:** Fordham

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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: Discovery High School	DBN: 10X549
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 130
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 0
of content area teachers: 3

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: Discovery High School offers a Saturday Academy for ELL students. All ELL students receive an invitation to attend. Classes meet from 10am-2pm. The Academy builds on Day School instruction. The Program will run from February 2013 until June 2013.

During the day school, all ESL instruction is provided in English by the ESL teacher. Focus areas include but are not limited to differentiation and scaffolding. Weekly Professional Development sessions provide the opportunity for the ESL teacher to work alongside content area teachers, on how to incorporate ESL targeted intervention strategies, into all disciplines.

We only have one ESL teacher and at the time the Plan was developed she was on Maternity Leave. A vacancy was posted.

She has returned to work but can not commit to the Academy because of child care issues. We are still trying to hire an ESL teacher.

With the training received in Professional Development the content area teachers are able to implement lessons that will target academic deficiencies for ELL's.

The Saturday Academy will follow Discovery High School's model of project based instruction to provide ELL's with the skills needed for language development and success on the NYSESLAT and Regents Examinations. Leveled text and classroom libraries are among the resources that will be used.

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:

Discovery High School has created a Professional Development Model where staff (Principal, Assistant Principal, Teachers) meets 3 times a week to develop instructional topics (core curriculum, unit plans, differentiation of instruction, formative assessments, classroom practices, lesson planning, etc.). Application of these topics are then further developed within each subgroup (by grade level, special education, ELLs).

The Professional Development Model also uses an action research model to determine what current issues the students are having, ways to address these issues, and methods of monitoring and revising

Part C: Professional Development

instructional practices to ensure that students are successfully mastering content and acquiring skills.

Strategies are then turn-keyed to paraprofessionals for their instructional support in the classes.

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

- 1) ELL Parent Participation in Parent Association (once a month), School Leadership Team (once a month), Attendance Committee(once a month).
- 2) Parent Workshops (with translation) on computer literacy, navigating JupiterGrades (online gradebook), promotional and graduation requirements for students, curriculum informational sessions, meetings with teachers (as needed).
- 3) Collaboration with school based clinic (Montefiore) to provide health related information and resources to parents.

Activities are planned and executed with assistance from , the Parent Coordinator Karina Sanchez, the Parent Association and school personnel. Parents are notified via phone messenges using Online Phone Messenger, flyers in mailings, backpacked home with students, email, and live phone calls by school personnel.

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		

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.
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		