



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** PS 201Q- THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH

**DBN (i.e. 01M001):** 25Q201

**Principal:** REBECCA LOZADA

**Principal Email:** RLOZADA@SCHOOLS.NYC.GOV

**Superintendent:** DANIELLE DIMANGO

**Network Leader:** DIANE FOLEY

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

**By June 2014, 65% of student across the school will achieve a level 3 or higher on two teacher-designed common core units of study in mathematics that embed the math instructional shifts, align with CCLS and assess student learning with rigorous performance tasks as summative assessment of the units of study.**

### Comprehensive Needs Assessment

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

- Post-unit tests in mathematics provide evidence that students in Grades K-5 have difficulty in completing multi-step problems within their Envision mathematics lessons. Students struggle in decoding the language of problems, identifying the correct operation, completing a multi-step problem and expressing themselves using mathematical language.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- *Teachers will revisit curriculum maps in math and seek additional opportunities for refinement.*
- *Instructional Leads will meet weekly to plan for vertical alignment in math instruction for all students.*
- *Teacher teams will utilize the UDL framework when planning for differentiated instruction and assessment*
- Students across the grades will complete a 4 quadrant graphic organizer when solving problems that includes What I Know, What I Want to Find Out, My Strategy, My Solution/ Check That It Makes Sense
- Students in grades 3-5 will participate in "Game 24" activities and school wide competition to be held in the Spring 2014.
- Students in grades K-5 will participate in computer based problem solving instructional activities for 90 minutes per week using "Mind Research Institutes ST (Spatial Temporal) Math" program.
- Teachers will spend additional time modeling problem solving strategies during mini lessons and teaching students how to apply multi strategies effectively
- Students will work in pairs on extended responses, explaining their work orally before completing in writing
- ELL students will complete a math vocabulary work bank for reference during lesson studies
- SPED students will preview lesson content before the mini lesson to ensure that diverse learning styles are being addressed during instruction
- The math coach will provide professional development in the area of previewing (front loading) lesson content and will provide whole grade demonstration lessons to address common areas of concern.
- The teachers will engage in unpacking the DOE Common Core Math Units of Study and align instructional practices to the performance tasks
- Teachers administer a pre assessment at the beginning of each unit which in turn helps them to plan for differentiated instruction in content and problem solving strategies
- During common preparation periods, teachers examine student work and brainstorm alternative strategies to ensure that the needs of all students are met.

**B. Key personnel and other resources used to implement each strategy/activity**

- *CFN204 Achievement Coach in Math will provide professional development around the instructional shifts in math.*
- *Math Coach will facilitate grade-level planning in math that includes the creation of higher-level, topic-specific questions.*

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students in K-5 grades

**D. Timeline for implementation and completion including start and end dates**

1. September 2013- June 2013

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Envision Math Unit tests and Performance task will be used to provide students and parents with activities that support critical thinking. The Envision program affords students and parents the opportunity to go online and frontload math activities and also review misconceptions. The drop-box resource provided via Envision allows school and homes to stay aligned with the mathematical work provided in school.

**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 Math Coach will facilitate a parent workshop to introduce families to students in Grades 3-5 to Envision math and its online components.
- The Math coach will facilitate a parent workshop on introducing families in Grades K-1 to the ST MATH program as well as its alignment to the instructional mathematical shifts.
- Parents are provided with tips on "How To Help" their children **succeed in math and build problem solving strategies through the monthly Penguin Times** newsletter.
  - Parents receive the monthly edition of "Math Plus Science Connection".

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

**Goal and Action Plan #2**

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.

**By June 2014, 75% of questions that generate academic discussion in classrooms will be at a level 3 or above on the DOK as evidenced by classroom observations, lesson plans, and students written responses. Students**

## progress will be tracked via teacher team generated checklists.

### **Comprehensive Needs Assessment**

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

Based on evidence from our Inquiry Teams, the need to develop oral conversation as a precursor to comprehension and effective writing became apparent in all grades and in all academic content areas. Data shows that student outcomes increased in classrooms where questioning and discussion around content was at the core of instruction. Measures have already been taken to address this need via the implementation of rigorous book discussions and shared inquiry.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- Vertical Lead Teacher Team meets weekly to provide grade-level feedback and to share instructional strategies.
- Targeted competencies are decided in advance and translated to teachers via the daily Morning Message.
- The Administrative Team meets twice weekly to discuss findings and identify trends that inform the planning of professional development opportunities.
- Administrators will indicate on feedback forms provided at the end of instructional walkthroughs when follow up meetings with teachers will take place.
- Administrative findings, in terms of trends, will be discussed with Lead Teachers and the Instructional Cabinet in an effort to guide their future work with teachers across the grades.

1.

#### **B. Key personnel and other resources used to implement each strategy/activity**

- CFN 204 Literacy Achievement Coach
- Lead Teachers
- On-site Math Coach
- Grade level Lead Teachers
- Teachers College- Staff Developers

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students in K- 5 classrooms

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013- June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The DOK resource will provide students and teachers a living document that generates a evaluative-question gradient. This gradient tracks student and teacher levels of quality questions used via discussions.

### **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).

- Under the direction of the Parent Coordinator and administration, the Lead Teachers will conduct a series of curricular workshops to support parents in elevating their children's academic progress. Furthermore, parents will be provided with instructional strategies in our monthly *Penguin Times* newsletter as well as at our monthly PTA meetings which provide teacher representatives from each grade the opportunity to report on curriculum progress on a rotational basis.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"><li>• TL Fair Student Funding - Instructional Coach</li><li>• Title I SWP -Professional Development</li><li>• Contract for Excellence- Instructional Coach</li><li>• TL FSF- Curriculum Planning Per Diem &amp; Per Session</li><li>• TL NYSTL- Purchase student texts</li><li>• TL Children First Network- Professional Development, Consultants and Support</li><li>• TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams</li></ul>										

### **Goal and Action Plan #3**

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.
<b>By June 2014, 65% of students with disabilities will advance in the achievement of their IEP goals as evidenced by increased time on task and success (scoring level 3 of higher) on task-specific rubrics as measured by teacher-created end-of-unit assessments.</b>

#### **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.
PS 201 heavily relies on student data including but not limited to periodic assessments, monthly guided reading levels, and state testing data as a form of examining our needs. Further, our PPT team meets bi-monthly and closely review student data and align to IEP goals displayed in SESIS

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b> <ul style="list-style-type: none"><li>• Vertical Lead Teacher Team meets weekly to provide support to Special Education teachers as well as to share instructional strategies.</li><li>• Teachers meet regularly around student work using teacher generated rubrics to apply actionable feedback to students.</li><li>• Instructional cabinet meets weekly to discuss findings and identify trends that inform the planning of professional development opportunities concerning students IEPs</li><li>• Administrative findings, in terms of trends, will be discussed with Lead Teachers and the Instructional Cabinet in an effort to guide their future work with teachers across the grades.</li></ul>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b> <ul style="list-style-type: none"><li>• CFN 204 Literacy Achievement Coach</li><li>• Lead Teachers</li></ul>

- On-site Math Coach
  - Grade level Lead Teachers
1. Teachers College- Staff Developers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Students in K- 5 classrooms ICT and 12:1:1 classrooms
- D. Timeline for implementation and completion including start and end dates**
1. September 2013- June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Special Education guide book "Prim"-2013 edition will be used as a resource to track the progress made toward meeting the IEP goals.

**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).

Parents are invited to visit Special Education classrooms and to collaborate with teachers to better understand the goals set on student IEP. Progress reports will be extended to parents throughout the year.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- TL Fair Student Funding - Instructional Special Ed. Specialist
- Title I SWP -Professional Development
- Contract for Excellence- Instructional Coach

**Goal and Action Plan #4**

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.

**By June 2014, reciprocal communication between home and school will improve via increased participation in a monthly Principal's Forum & Book Club and reflected in a 1% increase (7.5- 8.5) on the engagement category of the 2013-2014 Learning Environment Survey.**

**Comprehensive Needs Assessment**

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

Data identified on our Parent Environment Survey indicated that although we have made gains we are still below the citywide average in the area of parent communication.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Vertical Lead Teacher Team meets weekly to provide grade-level feedback and to share instructional strategies with parents
- The Administrative Team meets twice weekly to discuss findings and identify trends that inform outreach and planning of workshops and opportunities for parents.
- Administrators will host monthly Parent Academy forums.
- School Messenger system implemented
- Emailing and text initiative implemented

1.

**B. Key personnel and other resources used to implement each strategy/activity**

- CFN 204 Literacy Achievement Coach
- Lead Teachers
- On-site Math Coach
- Grade level Lead Teachers

1. Teachers College- Staff Developers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students in K- 5 classrooms

**D. Timeline for implementation and completion including start and end dates**

1. December 2013 – August 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Parent Engagement on Aris Parent Connect

**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).

- **Under the direction of the Parent Coordinator and administration, the Lead Teachers will conduct a series of curricular workshops to support parents in elevating their communication. Furthermore, parents will be provided with our monthly *Penguin Times* newsletter as well as at our monthly PTA meetings which provide teacher representatives from each grade the opportunity to report school wide activities and enrichment opportunities.**

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

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

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

	<p>not meeting social and behavioral expectations</p> <ul style="list-style-type: none"><li>• Actively outreach to displaced families</li></ul> <p>Participate on the Crisis Intervention team</p> <p><b><u>Health-related Services</u></b></p> <ul style="list-style-type: none"><li>• Provide students with preventative instruction regarding asthma, common illnesses, vision, and other health needs</li><li>• Provide 504 parent training</li><li>• Emphasize the importance of maintaining good health and engaging in regular physical activity</li></ul> <p>Provide information about the obesity and Young People Program</p>	<ul style="list-style-type: none"><li>• One-on-one counseling for targeted students</li></ul>	
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

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

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

**It is our continued effort to make certain that teachers are growing professionally ensuring that they**

remain highly qualified.

### **High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**A professional development menu was created offering workshops that address the needs of staff in supporting the academic, social and emotional needs of students across the grades. Teachers were then given choices in the selection of professional development options they felt best supported their professional growth. Workshops were tiered to address proficiency levels and were offered before, during and after the school day. In this way, staff members can feel confident that the sessions they attend are customized to participant needs. In an effort to build capacity, workshops are facilitated by our Administration, math coach, Lead Teachers, Guidance Counselor, technology teacher, and Dean of Students. This list of facilitators is not exclusive as many teachers also facilitate workshops highlighting their particular strengths and areas of interest. In addition to this, Administration utilizes monthly Grade-Level Conferences as a forum to further the learning experiences of staff members keeping them abreast of new initiatives and providing them with access to best practices such as those available at EngageNY.com. The staff of PS 201 is also fortunate to have opportunity for in-house professional development with staff developers from Teachers' College on a monthly basis. Such work helps to fine tune their instructional practices in the teaching of balanced literacy across the day. Additionally, across the school year teachers attend Calendar Day workshops at Teachers' College and turn key their learning to colleagues at Grade Conferences and designated Professional Development Days. Administration participates in professional development offerings hosted by CFN204, Teachers' College and the Executive Leadership Institute.**

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

NA

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Students transitioning from preschool undergo a program entitled Early Intervention. PreK teachers use the Letter People curriculum to address the literacy component. All other core subjects use in house curriculum developed by our teachers with the support of our Lead teachers. The parents of PS 201 are fortunate to have an in house Social worker that provides on-going Professional Development. Topics vary according to the needs of our school wide community.**

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers use the Fontas and Pinnell literacy assessment tool and are currently being trained in the use of WSS Assessment program.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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.

**School's Parent-Compact 2013-2014**

**Public School 201- The Discovery School for Inquiry and Research-** agrees to implement the following statutory requirements:

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

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

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

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

**We understand** the need to provide quality curriculum and instruction.

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

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

## PARENTS/GUARDIANS

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

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

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

**I understand** the need to monitor my child's:

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

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

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

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

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

### I. School Responsibilities

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

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SAMPLE GIVEN

- IV.
- V.
- VI.
- VII.

VIII.

IX.

X.

**XI. 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 1<sup>st</sup> 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 with 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;

## **XII. 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;

## **XIII. 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>25</b>	Borough <b>Queens</b>	School Number <b>201</b>
School Name <b>The Discovery School for Inquiry &amp; Resear</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Rebecca Lozada</b>	Assistant Principal <b>Joyce Heskial</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Joan Quispe</b>	Guidance Counselor <b>Mindy Kaiser</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Michelle Gaudite</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Pei-Hsia</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>441</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>9.30%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	8	9	6	2	7	1								33
Pull-out	4		4											8
<b>Total</b>	<b>12</b>	<b>9</b>	<b>10</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>41</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	37		11	3		1	1			41
Total	37	0	11	3	0	1	1	0	0	41

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
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	6	4	3		3	1								17
Chinese	5	5	5	2	4									21
Russian			1											1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian			1											1
Other														0
<b>TOTAL</b>	12	9	10	2	7	1	0	0	0	0	0	0	0	41

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	3	6	2	0	1	0								12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	4	2	7	1	3	1								18
Advanced (A)	5	1	1	1	3	0								11
Total	12	9	10	2	7	1	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	1		8
4	1	1			2
5	1	1			2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3		1		1		8
4	1		1						2
5	1		1						2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PS201 uses TCRWP as well as a baseline writing assessment to assess early literacy skills of ELLs across the grades. Kindergarten teachers also use Foundations as an assessment tool. Data from kindergarten reveals a large disparity in English language proficiency within the grade where, in some cases, letter and sound recognition skills are on par with those of native speakers and in other cases there are notable deficiencies. Across the grades, data reveals student struggles in the areas of academic vocabulary as well as sentence structure in writing. This data informs the creation of strategic groups to address specific student needs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Analysis of data over the past three years reveals that students across the grades have performed significantly better on the speaking component of the NYSESLAT than on other components. The writing component has consistently presented as the area of greatest challenge where students have difficulty translating their thoughts into writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Patterns across NYSESLAT modalities highlight the need to provide greater support for students in translating verbal language into writing. As a result, oral rehearsals have been added to the instructional model. Within the context of an oral rehearsal students are provided with opportunity to verbally share their stories with a teacher/peer and sketch or jot notes that will scaffold the translation into writing.
4. For each program, answer the following:
  - a. 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?

A. ELLs across the grades struggle with academic and domain-specific vocabulary. In addition, analysis of student writing reveals struggles in sentence structure and in clarity of thought.

B. School leadership and teachers will utilize the results of the ELL Periodic Assessments to assess the effectiveness of current strategies in ELL instruction and to make adjustments as needed.

C. Periodic Assessment results are not yet available.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Student responses to tasks are analyzed for the purposes of determining strengths and weaknesses in key literacy skills. Teachers then plan for and implement small group instruction based upon student needs within the confines of the workshop model.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Curriculum maps in literacy acknowledge ELLs as one of several sub-groups with distinct language needs. Key ELL strategies are included in instructional planning across the grades and school leaders require evidence of these strategies during instructional rounds.
7. 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of programs for ELLs is determined by student performance in TCRWP reading assessments and writing tasks (assessed via rubric) throughout the year as well as student performance in ELL Periodic Assessments, NYSESLAT and state assessments in ELA and Math.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
ESL teacher, Joan Quispe, administers the Home Language Identification Survey to incoming families at time of registration. Parent Coordinator, Pei-Hsia Wang, and Pupil Accounting Secretary, Lucrecia Ochs, provide translation services as needed during the intake process. In addition, PS201 is fortunate to have Korean, Greek, Russian, Urdu & Arabic speaking staff members on hand to provide native language support to both non-Mandarin and non-Spanish speaking parents and students at this time. Ms. Quispe then analyzes parent responses to determine the names of students to whom the LAB-R should be administered. A testing schedule is put in place so that students take the LAB-R within 10 days of entering the school. Ms. Quispe, licensed ESL teacher, is responsible for administering this assessment, both the English and Spanish LAB, as appropriate.
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.  
All parents of incoming ELLs are invited to an ELL Parent Orientation within the opening weeks of the school year. A flyer and agenda are sent home in students' folders and Parent Coordinator, Pei-Hsia Wang, reaches out to parents via phone to remind them about the upcoming meeting. At this meeting the DOE's ELL Parent Orientation Video is shared with parents and they are invited to ask questions about the information presented. At a follow-up meeting parents are introduced to the Parent Survey and Program Selection Form and are required to complete these documents. Both Mandarin and Spanish-speaking staff members as well as staff who speak other languages are on hand to provide translation services to parents. This meeting is facilitated jointly by ESL teacher, Joan Quispe, & Assistant Principal, Joyce Heskial.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
ESL teacher, Joan Quispe, oversees the distribution & collection of entitlement letters including the invitation to the ELL Parent Orientation. She also manages the completion and return of Parent Survey and Program Selection forms. Copies of returned letters are stored in the General Office while original documents are included in the cumulative records of individual students. All students who receive ELL services throughout the year are administered all four components of the NYSESLAT in Spring.
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.  
Parents are informed that Freestanding ESL is the model of instruction offered to non-English speaking students at PS201. Ms. Quispe explains what this instructional model looks like and explains both push-in and pull-out options. Parents are also informed about their entitlement to choose an alternative program for their child and are provided with the names of schools that offer additional program choices. In cases where a parent requests Transitional Bilingual Education or a Dual-Language program, ELL Program Transfers is contacted for assistance with locating placement. The Parent Coordinator offers to participate with parents in walkthroughs of local schools in which Transitional Bilingual and Dual Language programs are provided. In terms of communication in their native language, Chinese-speaking parents work closely with Pei-Hsia Wang and Spanish-speaking parents are assisted by PS201's Pupil Accounting Secretary who is fluent in Spanish. Furthermore, staff members who speak languages other than the above provide translation services to parents in their native language as needed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Assistant Principal, Joyce Heskial, creates a schedule to facilitate the administration of all four sections of the NYSESLAT to students in all grades within the testing window. This testing schedule is distributed to all teachers so that they know in advance that students will be removed from classroom instruction to facilitate testing. Ms. Heskial provides the ESL teacher with the DFA for each test and reviews testing procedures. Testing materials are distributed to Ms. Quispe each morning and returned to Ms. Heskial each afternoon on each of the testing days. Ms. Quispe administers all sections of the NYSESLAT to all ELLs.
6. 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.) 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. ① Data from the past few years reveals a trend in the program choices requested by parents. With the exception of four parents who selected Dual Language as a first preference last year and two with similar selections this current year, Freestanding English as a Second Language is consistently the most frequently requested choice. In each of these cases, the background of parents requesting Dual Language is Chinese. Parents who select a program other than Freestanding English as a Second Language are offered assistance in locating placement in local schools via our Parent Coordinator, Pei-Hsia Wang. However, in recent years parents who selected Dual Language as a first preference subsequently decided to remain and participate in Freestanding English as a Second Language in PS201. An analysis of data over recent years reflects the alignment of program offerings with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?  
A. & B. Instruction is delivered as a push-in model for most grades. However, the ESL teacher also instructs in the pull-out model when ELLs within a grade are dispersed in different classrooms. In this case, the ESL teacher clusters students according to proficiency levels and works with them in a pull-out setting.
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)?

The staffing of one ESL teacher who is assigned the full complement of ELLs provides the mandated number of minutes for the

ESL population. Currently, 6 students across the grades are advanced ELLs and, as such, receive 180 minutes of instruction per week. Beginner and intermediate ELLs receive 360 minutes of instruction. The push-in model of instruction facilitates the delivery of mandated minutes as the ESL teacher works with small groups of grade-level peers within any given instructional period. As instruction in ESL is, for the most part, provided within the context of the students' classroom, the ESL teacher can compliment the work of the classroom teacher through the provision of key ESL strategies. When instruction is provided in a pull-out model, the ESL teacher meets with classroom teachers during grade-level planning sessions to make sure her work is aligned with that of the classroom teacher and there is continuity of instruction for all students.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in English through non-fiction reading and artifact exploration. Books written in languages other than English as well as those that represent the cultural backgrounds of ELLs are made available to students both within their classrooms libraries and in our school based Robin Hood Library. Foreign language dictionaries are also available. Access to the content areas is supported through the use of visuals as well as the incorporation of hands-on learning experiences. Language development is further supported through the utilization of Shades of Meaning cards. These color-coded index cards indicate words of increasing complexity (for example, happy, delighted, elated might be utilized to demonstrate more sophisticated alternatives to happy). Additionally, conversation prompts posted in classrooms encourage active participation by ELLs during questioning and discussion. Students are also taught to use summary frames to aid the acquisition of domain-specific content. The specific needs of ELLs are addressed in instructional planning both within and across grades.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs are evaluated in their native language when the ESL teacher recognizes the need based on data garnered from assessments administered within instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
PS201 offers balanced literacy to all students. Within this framework teachers are cognizant of addressing students' listening, speaking, reading & writing skills throughout the day. Instructional planning reflects this work as administration requires the inclusion of standards in each of the modalities within lesson plans and student tasks. As instruction is differentiated, so too are culminating tasks in which students are given opportunity to showcase their learning in various formats.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction takes place throughout the school day. Each student develops individual learning goals in conjunction with his/her classroom teacher and with support from the ESL teacher. These goals help students set targets for their learning and are utilized when they meet with their teachers during small group work and conferences. Goals are updated approximately every six weeks. Key skills assessed within the context of the NYSESLAT are taught explicitly and reviewed on a regular basis.

Students

are also familiarized with the structure of the NYSESLAT. Long-term ELLs are provided with additional support in navigating complex texts (via the use of visuals and close reading strategies) during their time with the ESL teacher. Additionally, ELLs are provided with opportunity to participate in early-morning AIS programs to supplement instruction in the acquisition of English.

ELLs

who have been in US schools for less than three years work with a teaching resident from Neighborhood Music and Arts one afternoon per week to enhance listening and speaking skills via drama and movement. Although there are no SIFE ELLs in the building at present, should students defined as SIFE enroll in the future PS201 faculty would utilize resources made available through the Office of English Language Learners such as the video, SIFE: Meeting the Challenge, to support instructional

planning.

Technology would be utilized extensively to increase exposure to English with visual and auditory supports and SIFE ELLs

would be

included in intensive reading programs such as Leveled Literacy Intervention.

7. 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?  
 Teachers of ELL-SWDs implement an approach to teaching that incorporates best practices in ESL instruction into their daily practice. They are provided with professional development in this area via CFN204 ESL specialist, Shirley Rouse-Bey and through Teachers' College workshops designed with ELLs in mind
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 ELL-SWDs receive additional support when they work with the ESL teacher in a pull-out context. In this context they are strategically grouped with grade-level peers at similar levels of proficiency. These students also participate in enrichment programs such as Ballroom Dancing & Tae Kwon Do with native speakers of English and are strategically partnered during this time to enhance listening and speaking proficiency.

**Courses Taught in Languages Other than English **

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

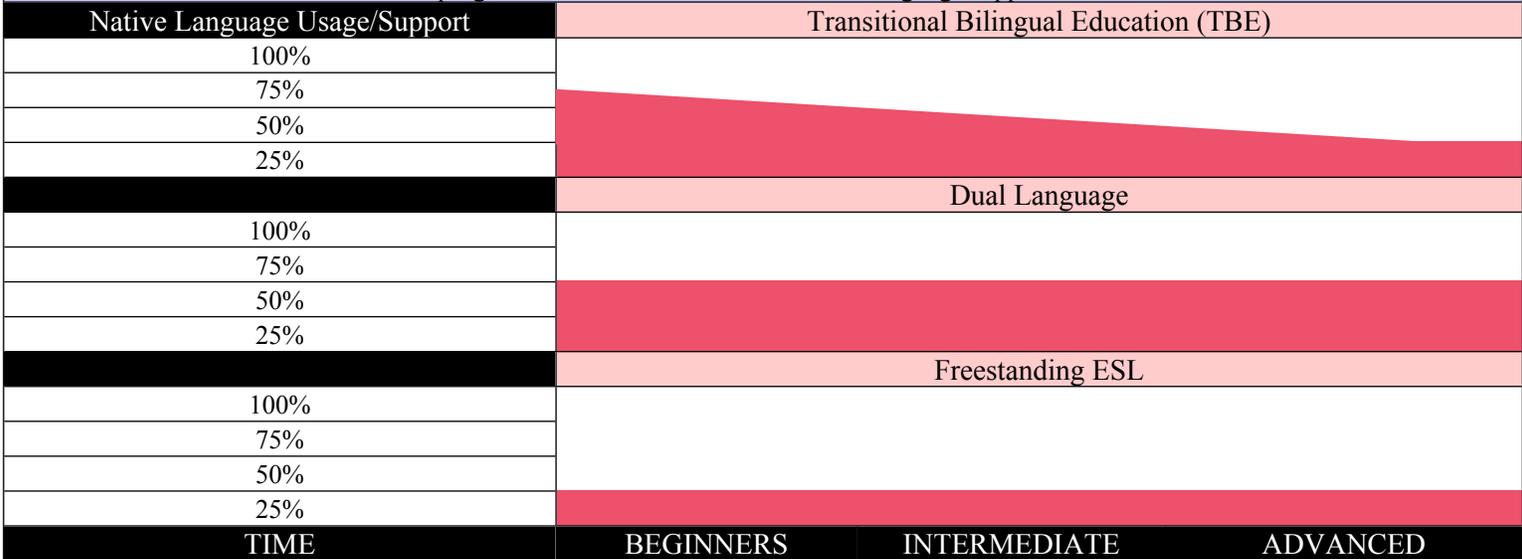
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

9. 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.
- Targeted intervention services for ELLs are designed with the Common Core Learning Standards in mind. Determining Language Functions and Structures tackles the use of language for specific purposes. Data garnered from assessments provides insight into the language functions that work best for individual ELLs and intervention is offered within flexible instructional groups. ELLs also participate in Leveled Literacy Intervention as well as AIS groups in literacy and math as needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Current programs are meeting the needs of ELLs as evidenced in student work in both literacy and math and across the content areas. Also, the provision of opportunities for the ESL teacher to meet and plan with classroom teachers facilitates the advancement of ELLs in both content and language development. Ongoing professional development via Teachers' College as well as CFN204 helps keep all pedagogues abreast of best practices in ESL instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- A new initiative, Growing Writing Across Grades, is currently being piloted with ELLs in the upper grades. Here, ELLs are paired with native speakers from a higher grade to strengthen work in writing. Within this context older peers work with younger ELLs to develop their understanding of sentence and story structure and to deepen their knowledge of the conventions of writing.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs through the distribution of flyers and other information. Our Parent Coordinator acts as a liaison in providing translation services to Asian parents that make them aware of programs being offered. Our Pupil Accounting Secretary provides assistance in translation to Spanish-speaking families. Families who speak languages other than Mandarin and Spanish receive information about programs from other staff members who speak their native language. Among the curricular programs offered to ELLs are Music and Movement, Chinese language instruction via Chinese Advantage Academy, Tae Kwon Do, Ballroom Dancing, Test Prep and Extended Day. After-school programs include Cultural Enrichment, Penguin After-School Support Program (P.A.S.S.) and Saturday Academy. Within Cultural Enrichment, ELLs engage in education in the culinary arts, music and photography. P.A.S.S. offers support in the completion of homework, physical education and education in the arts. Saturday Academy supports the success of ELLs in upcoming state tests, both ELA and Math. Before each program begins, a letter of explanation and application is distributed to families. Once students are selected, families are invited to an orientation where translation services are made available to non English-speaking parents. ELLs are included in all current programs offered, both during and after the school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is utilized as an instructional tool throughout the day. Students across the grades participate in STMath (Spatial Temporal Math), a computer-based program that enhances critical thinking skills. Colorin Colorado and other websites are also utilized within instruction and made available to families via the PS201 porta-portal ([www.ps201.org](http://www.ps201.org)) In addition, NYSESLAT workbooks are used to prepare students for the upcoming NYSESLAT.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Books written in languages other than English as well as those that represent the cultural backgrounds of ELLs are made available to students both within their classroom libraries and in our school based Robin Hood Library. Foreign language dictionaries are also available. Many of the read-alouds shared with students across the day include phrases from other languages, thus acknowledging the importance of languages other than English. Beginner ELLs are further supported through the creation of personalized dictionaries that include words written both in English and in their native language often accompanied by a visual support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Services and supports are delivered as per NCLB and CR Part 154 at the ELLs' ages and grade levels. Differentiated instruction is provided based on need as determined by student performance on assessments.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There are no activities to assist newly enrolled ELL students prior to the beginning of the school year. Those who enroll throughout the school year participate in our afternoon program with Neighborhood Music and Arts. Our Parent Coordinator also works diligently to outreach to new families of ELLs and helps them assimilate into the school environment. She hosts workshops to address specific needs and includes these families in professional development opportunities outside the school context.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development is provided by CFN 204 ESL Specialist, Shirley Rouse-Bey to all teachers as per the PS201 professional development plan. This work is supported by faculty attendance at Teachers' College workshops specifically designed to support the advancement of ELLs . Furthermore, as a TC-affiliated school, staff developers provide in-house professional development on a monthly basis. The specific needs of ELLs are addressed during these sessions. In preparing students for middle school, fifth graders are taken on a tour of several local middle schools and are provided with opportunity to meet with ESL teachers and curriculum support staff at those locations. This year, in September, our Guidance Counselor, Mindy Kaiser brought our fifth graders on a tour of Queens College as part of our work in fostering a college-bound mindset among our seniors. Each staff member receives a minimum of 7.5 hours of ELL training. This work takes place during monthly Grade Conferences, monthly sessions with our lower and upper grade TC staff developers, at Teachers' College and via CFN 204 ESL Specialist, Shirley Rouse-Bey. ELL training also takes place on mandated Staff Development days as per the DOE school calendar. Attendance at ELL training is tracked via attendance sheets completed at each professional development workshop. Furthermore, each staff member was provided with a Personal Professional Development Log template in September 2013. The expectation is that staff members will utilize this document to track their professional growth. This Personal Professional Development Log will act as a discussion piece during individual summative conferences with teachers at the end of the school year.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents are kept abreast of all activities at our school via our monthly school calendar, School Messenger Service and our E-envelope that can be accessed on our school website. The Parent Coordinator hosts monthly workshops to address parental needs and curriculum-focused workshops are facilitated by Administration as well as our Lead Teachers. Parents of ELLs participate in Title III workshops & trips. Parents are also invited to attend Parent Read-Alouds, chaperone class trips, and celebrate student success at Awards Assemblies. PS201 partners with Neighborhood Music and Arts, Materials for the Arts, Dancing Classrooms, Tae Kwon Do Academy, Tzu Chi Foundation, Queens College Reading Program & Queens College Science Grant Initiative in order to meet the diverse needs of our school community. Parent needs are evaluated via surveys, contributions to the Parent Suggestions Mailbox and via participation at our monthly Parent Forum with the Principal. Data collected from these sources helps us formulate parent workshops and events.

## **E. 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.

N/A

## Part VI: LAP Assurances

**School Name: PS 201**

**School DBN: 25Q201**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rebecca Lozada	Principal		1/9/14
Ida Rowe & Joyce Heskial	Assistant Principal		1/9/14
Pei-Hsia Wang	Parent Coordinator		1/9/14
Joan Quispe	ESL Teacher		1/9/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mindy Kaiser	Guidance Counselor		1/9/14
Diann Foley	Network Leader		1/9/14
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **25q201** School Name: **THE DISCOVERY SCHOOL FOR INQUIRY**

Cluster: \_\_\_\_\_ Network: **204**

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

**Part A: Needs Assessment Findings**

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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 primary source of data used to assess our written language and oral interpretation needs is the Home Language Identification Survey as well as the informal oral interview in English and in the native language. Information garnered from surveys administered at time of registration is aggregated to illustrate the number of non-English speaking families and to identify their specific language needs.

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.

Current data illustrates that PS201 currently services the needs of 41 non-English speaking families. The languages addressed include Spanish (17 families), Chinese (21 families), Russian (1 family), Punjabi (1family) as well as Albanian (1 family). Our Monthly Parent Forum with the Principal provides a context in which this information is reported to the school community.

## Part B: Strategies and Activities

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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.

Parent Coordinator, Pei-Hsia Wang, oversees the distribution of translated documents as needed. Ms. Wang translates relevant documents into Chinese and Pupil Accounting Secretary, Lucrecia Ochs, translates into Spanish. In addition, PS201 is fortunate to have Korean, Greek, Russian, Urdu & Arabic speaking staff members who provide assistance with translation as needed. Ms. Wang is responsible for ensuring that translated documents are sent out in a timely fashion. All services are provided in-house by school staff.

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.

The non-English speaking community is serviced through interpretation provided by staff members who speak Chinese, Spanish, Korean, Greek, Russian, Urdu and Arabic. School staff work collaboratively to disseminate information in a timely basis whether at meetings or via telephone. During parent-teacher conferences, oral interpretation services are provided for all parents as requested. A schedule for the provision of services, which indicates the time and location of each meeting, is created by Parent Coordinator, Pei-Hsia Wang. This schedule is made available to all relevant parties prior to the date of the conferences.

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>.

PS201 will provide all parents who require language assistance services with a copy of the Parent Rights and Responsibilities. Furthermore, languages representative of our school community are displayed on the entrance doors to the building and parents' interpretation needs are closely monitored by our Parent Coordinator, Pei-Hsia Wang.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

## Part C: Professional Development

### Part C: Professional Development

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$

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