



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** DISCOVERY HIGH SCHOOL  
**DBN (i.e. 01M001):** 10X549  
**Principal:** ROLANDO RIVERA  
**Principal Email:** RRIVERA52@SCHOOLS.NYC.GOV  
**Superintendent:** ELAINE LINDSEY  
**Network Leader:** MARGE STRUK

**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
Rolando Rivera	*Principal or Designee	
Marilyn Marte	*UFT Chapter Leader or Designee	
Carmen Cruz	*PA/PTA President or Designated Co-President	
Jason Concepcion	DC 37 Representative, if applicable	
Bianca Diaz	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nicholas Federn	Member/ Staff	
George Davis	Member/ Staff	
Matthew Schoenstein	Member/ Staff	
Aileen Silva	Member/ Parent	
Teresita Antigua	Member/ AP	
Cheryl Gould	Member/ AP	
Milagros Marte	Member/ Parent	
Harrieta Pagan	Member/ Parent	
Julia Santos	Member/ Parent	
Kiara Ortiz	Member/ student	
	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>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.

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

### **Comprehensive Needs Assessment**

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

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

### **Instructional Strategies/Activities**

Describe the research-based 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 use the Scantron Apperson program to track data on four levels: question, skill, standard and content both for individual students and whole class. These reports will be attached to the periodic assessment analysis sheets.**

**The analysis is the most important aspect of this process—to determine the students' current content mastery and skill acquisition and use this analysis to improve teachers' instructional practices. Teachers will identify particular instructional strategies that are not working as well as consider particular strategies that need to be implemented given the findings of the data analysis conducted.**

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

1.

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

**As mentioned above, teachers will use the Apperson Scantron program to track data on four levels: question, skill/standard/content, student, and whole class.**

**After administering the periodic assessments, all teachers will engage in a data analysis meeting with an instructional leader—the principal, assistant principal, or a coach to work one-on-one to discuss the findings of their results and next steps for future classroom instruction based on the analysis of these results. Teachers will be required to write a four page report for each and all periodic assessment analysis results and submit this report to the instructional leaders prior to the aforementioned meeting. The data-analysis meetings will precede the write-ups.**

**Immediate informal observations of all teachers by instructional leaders will identify the ways in which the classroom instruction subsequent to the periodic assessment data meeting reflects the next steps discussed at the meeting.**

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

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

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

1. **Teachers will receive professional development training that delineates the process for effectively and efficiently constructing periodic assessments, implementing them, and assessing their results. Teachers will construct their analysis tests six weeks in advance of the date of this test. The instructional coaches will review and evaluate these tests to ensure they are efficaciously constructed prior to test implementation. Analysis of the data based upon Scantron**

results, short answer, extended responses and essays based on the subject area of the test, will be analyzed within 4 days of final test implementation. Corrective instruction, if necessary, and all instructional next steps will begin immediately after the completion of data analysis.

2.

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

1. A calendar of Periodic Assessment examinations will be set in advance for semesters 1 & 2.

2. Class schedules will be modified for three days to accommodate 90 minute testing blocks

As mentioned above:

3. Teachers will receive professional development training that delineates the process for effectively and efficiently constructing periodic assessments, implementing them, and assessing their results.

4. Teachers will construct their analysis tests six weeks in advance of the date of this test. The instructional will review and evaluate these tests to ensure they are efficaciously constructed.

5. After administering the periodic assessments, all teachers will engage in a data analysis meeting with an instructional leader—the principal, assistant principal, or a coach to work one-on-one to discuss the findings of their results and next steps for future classroom instruction based on the analysis of these results.

6. Teachers will use the Scantron Apperson program to track data on four levels: question, skill, standard and content for individual students and whole class. These reports will be attached to the periodic assessment analysis sheets.

7. Teachers will be required to write a four page report for each and all periodic assessment analysis results and submit this report to the instructional leaders prior to the aforementioned meeting. The data-analysis meetings will precede the write-ups.

8. Immediate informal observations of all teachers will identify the ways in which the classroom instruction subsequent to the periodic assessment data meeting reflects the next steps discussed at the meeting. The instructional leaders will be trained on this process works as well.

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).

**All parents are provided a user name and password for Jupiter Grades, the Discovery High School on-line grading system. Teachers regularly update formative and summative assessments to include Periodic Assessment results. Parents are strongly encouraged to check student progress regularly. Periodic Assessments are also discussed during Parent/Teacher conferences.**

**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>x</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.

**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.

**Instructional leaders will conduct frequent, unannounced classroom visits that provide specific and actionable feedback statements for teachers to immediately improve their classroom instruction—planning and preparation and delivery of instruction.**

## **Comprehensive Needs Assessment**

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

**By the end of the school year, administration will conduct more than ten informal observations for all major academic subject teachers. Discovery will use the New York City Performance Assessment Common Rubric (Danielson) as the measure of effective teacher performance.**

## **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.

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

**1.The instructional leaders will create a concretized calendar to ensure that all teachers will be observed twice a week (for about twenty minutes a visit)**

**2. Feedback protocols will be created: teachers will receive very specific, targeted feedback to improve their own classroom instruction. All feedback is based on New York Performance Assessment Common Rubric criteria.**

**3. Teachers will often be informally observed right before a meeting to provide the teacher with an opportunity to inductively arrive at a conclusion regarding their areas for improvement.**

**4. Observation feedback will be recorded on the New York City Measure of Teacher Practice (MOTP) evaluation form and implemented by the instructional leaders to monitor, assess, and improve the areas for improvement by teacher. Review and analysis of the observation feedback will indicate if the teachers' are improving upon the areas of improvement that have been identified.**

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

2.

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

**1. Instructional leaders will conduct informal observations of teachers and provide feedback statements to teachers regarding areas of strength and areas for improvement.**

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

**1. Instructional feedback is predicated upon the Framework for Teaching Evaluation Instrument 2013 Danielson criteria for teacher effectiveness and Periodic Assessment results of student progress relative to instructional goals and previous Periodic Assessment results.**

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

**1. Teachers are informally observed twice each week and receive observation feedback on the same days as the observations occur**

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

**1. A calendar of informal, unannounced classroom visits will be created. Teachers will be observed and provided immediate feedback via e-mail and additional feedback via a one-to-one meeting with instructional coaches. Observation trackers will be monitored and referenced with subsequent observations to see that instructional feedback received by the teachers is being implemented. Teacher effectiveness will also be referenced against Periodic Assessment data to determine if instructional practices are having a positive impact on student acquisition of content and skills.**

## **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).

**Parent involvement is not applicable for this goal.**

**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>x</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.

**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.

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

**Comprehensive Needs Assessment**

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

**Subject Teachers in English and Math will align their curriculum to the common core standards and 2 units of study will be aligned to the common core in Social Studies, Science, and Art.**

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

**Math Teachers:**

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

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

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

**Instructional Strategies/Activities**

Describe the research-based 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.

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

- **Discovery will continue to provide professional development workshops on the methods by which the standards in the CCLS can be implemented and assessed in the current school's major subject area curriculum. In particular, the first day of school for all teachers will focus on identifying the salient aspects of the CCLS and identify particular standards that can be infused in English and math in particular, as well as science, history and Art in general.**
- **The English and Math Department will hold consistent departmental meetings in which they develop a plan of action for implementing the standards in the CCLS.**
- **The instructional leaders will conduct weekly informal observations of teachers to ensure that they are efficiently and efficaciously implementing the standards of the CCLS.**
- **Currently, 75% of Discovery's teachers participate in school-wide PD three times a week. Some of this time will be spent reviewing, analyzing, and discussing**

methods of implementing the CCLS standards and assessing its implementation through teacher-created formative and summative assessments.

- More than half of the teachers in Discovery participate in the one-on-one twice-weekly “instructional intensives.” These teachers will identify, review, and discuss the ways in which the common core standards can be implemented in their curriculum; during these meetings, the teacher and administrator will collaboratively assess the efficacy of the teacher’s implementation of these standards.
- An analysis of the aggregation of informal and formal observations of teachers’ classroom instruction will indicate the degree to which the CCLS are prevalent in all classrooms.
- An analysis of teachers’ unit and lesson plans (as constructed on paper) will also provide evidence of the incorporation of the CCLS.
- An analysis of teachers’ Periodic Assessments (given in six-week intervals) will indicate the degree to which students are able to accomplish the standards in the CCLS.
- Matrices and Rubrics will be used to determine students’ improvement in performance and progress.

2.

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

1. Professional development workshops on the methods by which the standards in the CCLS can be implemented and assessed are conducted by the Principal and Assistant Principal of Instruction. Efficacious implementation of the planning and instructional delivery of the common core standards by teachers will be observed and monitored by the Principal, Assistant Principal and Social Studies Coach.

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

An analysis of the aggregation of informal and formal observations of teachers’ classroom instruction will indicate the degree to which the CCLS are prevalent in all classrooms. An analysis of teachers’ unit and lesson plans (as constructed on paper) will also provide evidence of the incorporation of the CCLS. An analysis of teachers’ Periodic Assessments (given in six-week intervals) will indicate the degree to which students are able to accomplish the standards in the CCLS. Matrices and Rubrics will be used to determine students’ improvement in performance and progress.

1.

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

1. Discovery High School will initiate this goal in September 2013 and continue throughout the 2013/2014 school year ending in June, 2014. Teachers will incorporate the common core standards as developed in professional development in each of their weekly lesson plans from September 2013 through June 2014.

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

1. Methods of use and assessment regarding the common core standards will be addressed in professional development sessions held three times each week. Follow-up and feedback regarding how common core standards have been incorporated in lesson plans and delivered will be further addressed in department meetings and in individual instructional intensives between instructional leaders and teachers twice each week when applicable.

**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).

**Parent involvement is not applicable for this goal.**

**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	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**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.

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

### ***Comprehensive Needs Assessment***

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

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

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

Describe the research-based 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.

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

**For Lowest-Third Students in the 2017 there will be a 3% increase in the number of students who receive ten or more credits by August 2014.**

**Currently, 54.7% of our lowest third population received ten or more credits last school year, 2012-2013.**

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

**Additionally, the teacher teams will:**

-  **Use the data it has gathered and analyzed to *monitor* and *revise* their goals and strategies for the students**
-  ***Identify, discuss, and steal* best practices to ensure that we are teaching in the best manner possible.**
-  ***Identify, discuss, and ensure* that our content and skill teaching is *aligned* to the standards for each respective subject area.**

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

2.

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

**Discovery will create an inquiry team that will gather and analyze data on the 9<sup>th</sup> grade lowest third students to determine where these students are in relation to where they need to be. Students will be followed longitudinally until they graduate.**

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

**Team members and their work will be regularly monitored by instructional leaders.**

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

Team members will examine student work on a weekly basis to determine the degree to which their instructional interventions are resulting in improved student outcomes. Scholarship and progress reports will indicate a 3% increase in the number of lowest third students who receive ten or more credits.

1.

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

Implementation will take place by the start of the 2013/2014 school year (September 9, 2013) and conclude by August, 2014.

1.

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

As mentioned above, team members will examine student work on a weekly basis to determine the degree to which their instructional interventions are resulting in improved student outcomes. Additionally, the teacher teams will:

- ⌚ Use the data it has gathered and analyzed to *monitor* and *revise* their goals and strategies for the students
- ⌚ *Identify, discuss, and steal* best practices to ensure that we are teaching in the best manner possible.
- ⌚ *Identify, discuss,* and *ensure* that our content and skill teaching is *aligned* to the standards for each respective subject area.

**Team members**

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).

**Parent involvement is not applicable for this goal**

**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	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**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.

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

1.

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

3.

- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. 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.

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. 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 *TAS 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.
<ol style="list-style-type: none"> <li>1) Discovery High School will use the best available resources for identifying highly qualified teachers: New Teacher Finder, NY Times, references and recommendations, Open Hire, etc.</li> <li>2) Construction of Interview Questions to elicit the characteristics of a highly qualified teacher.</li> <li>3) Employ a 3 step Interview Process: 1) Preliminary Phone Interview 2) Interview with AP of Instruction to select potential candidates and 3) Interview with the Principal.</li> <li>4) Demo-Lesson, with analysis of lesson plan construction and delivery of instruction.</li> <li>5) Analysis of Teacher Portfolio to determine teacher's strengths and areas for improvement.</li> </ol>

**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).
<p>The Principal of Discovery High School took the lead in disaggregating the CCSS for English and developed a long term series of professional development sessions attended by all non-math subject teachers and paraprofessionals. Professional development takes place three times each week and has employed multiple and diverse strategies as follows:</p> <ol style="list-style-type: none"> <li>1) Teachers and paraprofessionals familiarize themselves with the CCSS</li> <li>2) Teachers and paraprofessionals identify the skills inherent in the CCSS</li> <li>3) Teachers and paraprofessionals work collaboratively to develop step-by step procedures and processes to teach students how to master the CCSS skills</li> <li>4) Teachers and paraprofessionals apply the step by step procedures to selected text and further refine the processes</li> <li>5) Student work is examined to determine if the procedures/processes are effective (are students able to meet the CCSS using designed procedures) and if not determine how procedures and processes may be modified.</li> <li>6) This is a recursive process.</li> </ol> <p><b><u>For Math:</u></b> The Assistant Principal of Instruction employs a similar process as above with the math department.</p> <ol style="list-style-type: none"> <li>1) Math teachers and paraprofessionals collaborate in disaggregating the CCSS for Integrated Algebra:</li> <li>2) Skills inherent in the CCSS are identified</li> <li>3) Math units of study are planned and sequenced according to the CCSS</li> <li>4) The math team identifies teaching strategies based upon the standards addressed</li> <li>5) Lesson plans are constructed collaboratively or individually and shared</li> <li>6) Student work is assessed for mastery against the CCSS</li> <li>7) Teachers and paraprofessionals refine strategies and methods to improve the efficacy of instructional delivery</li> </ol> <p>In addition to Professional Development, all new teachers with less than three or less years of experience meet with an instructional leader twice each week. Meetings focus on lesson planning and evidence of CCSS skills mastery as evidenced</p>

in student work. Teachers receive individualized feedback based upon how they are implementing the concepts and strategies from Professional Development.

**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.).

Items and or purchases used for the intent and purpose of complying with federal, state and local funds will be documented as such. Copies of purchase orders and receipts will be kept on file at the school.

**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.).

**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.

Assessment measures are an integral part of content and skill mastery. Teachers and paraprofessionals who have been at Discovery High School for 3 years participated in a full year of professional development on various assessment types and the best application alignment or matches for those assessments based upon the nature of the content and/or skills being taught. Teachers and paraprofessionals who have been employed at Discovery for less than three years receive the same professional development during a 5, full day “Summer Institute” led by the Principal of Discovery High School. Additionally, the application of formative and summative assessments is woven into the CCSS professional development three times each week in an effort to determine if and to what degree students have acquired desired content and skills. Based upon assessment outcomes, teachers develop plans for instructional next-steps. This means that teachers may choose to engage in corrective instruction if necessary, or move forward with their curriculum plan.

On a day to day basis, teachers choose formative or summative assessment methods they have acquired in Professional Development based upon the content and/or skills being assessed. Assessment choices are reflected upon and receive feedback from Instructional Leaders during the twice weekly Instructional Intensive meetings.

Every 6 weeks, Discovery High School implements Periodic Assessments. These are cumulative assessments designed to resemble regents tests and are based upon the content and skills covered to date. Teachers select regents multiple choice, short answer and extended response questions based upon their individually or collaboratively planned units and lessons. Discovery uses the Apperson Scantron program to generate reports on multiple choice responses which are carefully analyzed along with data from other sections of the test. Teachers identify strengths and weakness, infer reasons for both and determine what the instructional next-steps will be in order to move students closer to the learning objectives. All Periodic Assessment analyses are reviewed by instructional leaders and discussed with teachers during Instructional intensives. Feedback for improvement is provided.

**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.

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**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;

## Discovery High School Parental Involvement Policy

### I. General Expectations

Discovery High School agrees to implement the following statutory requirements:

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

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

- a. that parents play an integral role in assisting their child's learning*
- b. that parents are encouraged to be actively involved in their child's education at school;*
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d. the carrying out of other activities, such as those described in Section*

- e. The school will inform parents of the purpose of the Welcome Center by the Parent Coordinator.

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

1. Discovery High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum)

under Section 1112- *Local Educational Agency Plans* of the ESEA:

a. Present at a parent meeting the information regarding the District Parental Involvement Plan. For parents not in attendance a mailing of the informational letter regarding the District Parental Involvement Plan, its importance and a request for parental involvement.

b. Parent Survey available at the Welcome Center to be completed by parents arriving at the school. The survey will among other things ask parents what are school wide concerns they may have and what are the areas that they would be interested in receiving information on.

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

2. Discovery High School will take the following actions to involve parents in the process of

school review and improvement under Section 1116- *Academic Assessment and Local Educational*

*Agency and School Improvement* of the ESEA:

a. Through various parent forums (PA meetings/ Parent Conferences/Parent Workshops) Invite parents provide information and resources on school wide events:

- a. Progress Report Results
- b. New York State Report Card
- c. School Quality Review
- d. Learning Environment Survey
- e. Data Analysis of student progress by cohort and subgroup

3. Discovery High School will coordinate and integrate parental involvement strategies in Title

Part A with parental involvement strategies under the following other programs:

- a. Frequent (monthly mailings and simultaneous distribution to students during their 4<sup>th</sup> period class) of parent calendars with dates noted of all school level team meetings. Calendar serves as an open invitation to parents.
- b. Provide for flexible meeting times (evenings and weekends) to accommodate parents with work schedule or child care issues.

4. Discovery High School will build the parents' capacity for strong parental involvement, in

order to ensure effective involvement of parents and to support a partnership among the school

involved, parents, and the community to improve student academic achievement, by implementing the following activities:

Understanding of Key Information to Make Informed Decisions:

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

5. The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- a. Include parents in the development and managing of aforementioned workshops that will be held for the parents.
- b. Train educators on how to improve their communication and outreach efforts with parents.
- c. Continue improving the Welcome Center with insightful resources for parents.

6. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- a. All materials will be disseminated in English and Spanish.
- b. In house translations will be available at the school for any additional explanations or clarifications needed on disseminated materials.

**III. Discretionary School Parental involvement Policy Components**

Other activities may include:

- a. training parents to enhance the involvement of other parents;
- b. in order to maximize parental involvement and participation in their children’s education,
- c. arranging school meetings at a variety of times, or conducting in-home conferences between

- d. teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- e. adopting and implementing model approaches to improving parental involvement;
- f. developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- g. providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

#### **IV. Adoption**

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

This policy was adopted by Discovery High School on October 2013 and will be in effect for the period of October 2013 to June 2014.

The school will distribute this policy to all parents of participating Title I, Part A children on or before December 2013.

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*(Signature of Principal)*

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

Discovery High 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

### Discovery High School School Parent Compact

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

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

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

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

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

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

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

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

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

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

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

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

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

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*Principal Signature, Date*

*Parent Signature, Date*

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**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>10</b>	Borough <b>Bronx</b>	School Number <b>549</b>
School Name <b>Discovery High School</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>Rolando Rivera</b>	Assistant Principal <b>Teresita Antigua</b>
Coach	Coach
ESL Teacher <b>Stephanie Leveque</b>	Guidance Counselor <b>Christine ORourke</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Milagros Marte</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Karina Sanchez</b>
Related Service Provider <b>Diana Chase</b>	Other <b>Cheryl Gould/ Asst.Principal</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</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>545</b>	Total number of ELLs	<b>117</b>	ELLs as share of total student population (%)	<b>21.47%</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>														
SELECT ONE										1	1	2	1	5
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	2	1	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	12
SIFE	28	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	45

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	36	19	2	36	7	5	45	2	5	117
Total	36	19	2	36	7	5	45	2	5	117

Number of ELLs who have an alternate placement paraprofessional: 0

### 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										29	47	36	2	114
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											3			3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	29	50	36	2	117

## 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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (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.  
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:
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](#))  
Paste response to question here:
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?  
Paste response to questions here:
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here:
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?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## 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](#).)  
Upon initial arrival to Discovery High School, the parent(s)/guardian(s) meet with the ESL certified teacher (Stephanie Leveque). During the interview process parents must complete a Home Language Identification Survey (HLIS), an informal oral interview in English and in the native language (where translation services are available), and a Parent Survey determine if a language other than English is spoken at home. If it is determined that a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R) exam. The Spanish LAB is administered for students who score below proficiency on the LAB R. Students found to be limited English Proficient are eligible for a Transitional Bilingual Program, Dual language or Freestanding English as a Second Language (ESL) program and are considered entitled to ELL Services. An entitlement letter is sent home to the parent and the student is programmed accordingly within 10 days. For students found to be

English proficient they are not entitled to ELL Services and parents receive a non-entitlement letter .

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in a multi-media orientation evening (with translators present/viewing of Parent Orientation Video) in which parents are informed on the various programs for their children. The meeting is facilitated by the ESL teacher.

Parents of eligible children have the right to choose the program (Parent Choice) their child will participate in. Discovery High only offers an ESL program run by a certified ESL teacher. Parents of students that are bilingual can OPT to receive ESL instruction and the student will remain at Discovery High School.

A non-entitlement/entitlement letter is mailed to parents and a copy given to the student by ESL Teacher to inform them about the child's identification and the child is placed in the appropriate program within ten days.

The parents then receive the Parent Survey Form and Program Selection Form to complete and return to the school.

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

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](#)].)

After entitlement letters are mailed home to parents, the Parent Coordinator contacts parents to make sure they receive them.

The Parent Coordinator also contacts the parents of those students with unreturned Parent Survey and Program Selection Forms to make sure they are returned as soon as possible.

Notes are placed on the report cards of those students with missing forms, during Parent Teacher Conferences and we are able to have many completed that evening.

The results noted on the Forms are entered on ELPC.

Forms are securely stored in the office of the APO.

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.

Students found to be limited English Proficient are programmed accordingly within 10 days of their arrival. Information gathered from the assessment of students found to be limited English proficient will indicate the proficiency level. The proficiency level will dictate what classes the student will be programmed for.

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.

Prior to the administration of the exam the teacher explains to the students the importance of being in school on the scheduled testing days. The Parent Coordinator also conveys this information to the Parents at her Parent meetings. Also, the Attendance Coordinator sets up the phone messaging system, to call the homes of the eligible students and remind them of the test date.

For students that are absent we schedule Make-up dates. We notify the homes and notify the parents of their child's absence and inform them of the make up option. Absent students are redlighted on the CAASS system. This causes an alarm to go off when the student swipes their ID card when entering the building.

Discovery personnel is notified to pick up the student. The student is escorted to the testing area.

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.  The majority of the parents chose the ESL program (100 % for 2012 and 2013). A small percentage (less than 2% in 2011-2012) of parents have opted to transfer their children to a school with bilingual program choices. Past year trends show that parents are generally encouraged by their children's progress in acquiring mastery in English and are satisfied by our ESL program.

## 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])? ELLs at Discovery High School are placed in free-standing, self-contained classes. Students are programmed for ungraded block classes in heterogeneously mixed groups.
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)?  
Students are programmed according to the mandated number of instructional minutes.
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.  
ESL students at Discovery are predominantly native Spanish speakers and receive instruction in each of the content areas in English using strategies to make the subject specific language comprehensible. Some Spanish/English comprehension strategies include using interactive word walls, pictures and bi-lingual dictionaries. Text is leveled according to student reading levels, age level appropriateness and modified to include translations in parenthesis next to the English word being defined. When possible a bilingual subject area teacher will teach the students. With heterogeneously mixed students, mixed ability groupings will be created and students with more advanced English skills will support those students who have lower proficiency levels. All teachers use the gradual release of responsibility model and offer extra help through specific tutoring times.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Students who are new to Discovery are given the Lab R assessment. In addition, our ESL teacher administers formative and summative assessments of English acquisition as evidenced through speaking, listening, reading and written responses to questions that are reflective of English comprehension. ELLs are also evaluated through use of the NYSESLAT. Paste response to question here:
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).

In addition to #3 above, ELL students with no English acquisition are enrolled in Rosetta Stone. Students at different English proficiency levels are provided with literacy and language support in their native language (when possible) and English. Our plan for SIFE students is to closely monitor their attendance in coordination with the guidance counselor, the attendance teacher and the individual teachers for each student. Flexible ability grouping is used to support our newcomers (less than 3 years). Advanced ELLs support the language development of newcomers while honing their own language skills through speaking and listening. As our ELLs attain a higher degree of English proficiency, based on regular assessments, they may be placed into mainstream English classes to advance their vocabulary acquisition while still being supported in their more advanced language development. This would include the use of reading strategies to construct meaning from texts and writing skills to construct well written, cohesive sentences, paragraphs and essays.
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 employ the Gradual Release of Responsibility model to model and scaffold the very carefully crafted, step-by-step writing process focused on sentence and paragraph development as well as reading strategies to build vocabulary and comprehension. Examples of vocabulary acquisition strategies would be interactive word walls, using pictures and the Freyer model. Teachers select reading level and grade level appropriate text and modify if necessary. Teachers also employ pictures and video that are designed to address a range of learning modalities.
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?

Student IEPs are shared via SESIS with our staff of special education, ELL teachers and mainstream teachers when applicable. Students receive services based upon IEP recommendations and are programmed accordingly. Students in the least restrictive environments receive recommended instruction via resource room and/or may attend classes led by special education teachers. Mainstream teachers with students who have IEPs accommodate the specific needs of their ELLs-SWDs through differentiation strategies, scaffolding, extra test time etc.

### 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

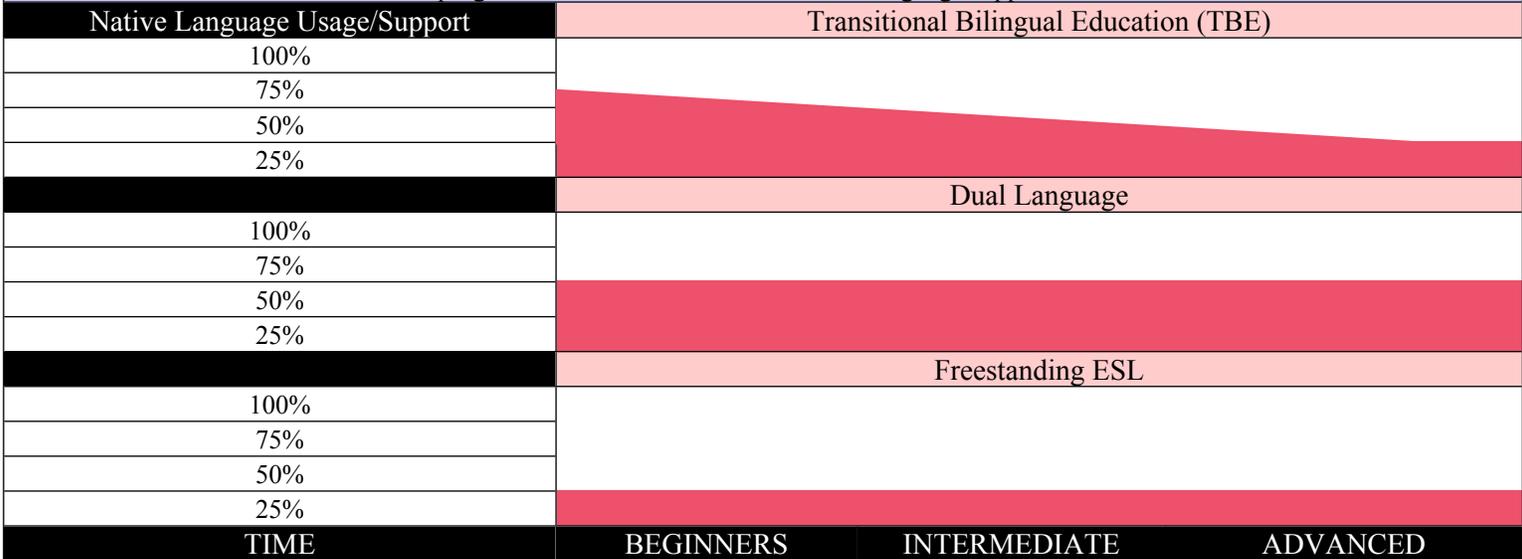
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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 for ELLs is implemented through tutoring, clear objectives, teachers modeling, formative assessment, and RTI. Teachers work with department groups and/or instructional coaches to create lesson plans in English that are aligned to ELA common core and New York State standards. Discrete skills and concepts are taught explicitly and use rubrics that highlight expectations for students and serve as assessments for all written and oral work. Teachers in all content areas employ flexible ability grouping strategies to group students by ability levels based on desired instructional outcomes. All teachers at Discovery are teachers of literacy and have received professional development in teaching reading and writing strategies where applicable. Interventions for social studies include a focus on increasing student proficiency in reading, writing and document analysis skills. All teachers offer extra tutoring help and students are programmed for Saturday school when necessary. All subject areas seek to prepare students to pass New York State regents exams and college readiness..

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The existing program(s) in place at Discovery for English Language Learners begin with base line assessments in all content areas to determine where each student is in terms of English language proficiency as it relates to the content knowledge and skills of each subject. Teachers construct lessons with clear objectives that focus on acquiring content and skills through vocabulary acquisition, reading comprehension strategies, listening skills and step-by-step writing structures. Teachers use frequent formative assessments to determine the degree to which students are acquiring the content and skills. Every 6 weeks all students take periodic assessments. These are cumulative tests that assess for all content and skills taught to date and measure student progress. Data is carefully analyzed and used to drive instructional next steps. Corrective instruction is applied when necessary to mitigate misunderstandings and/or misconceptions. This recursive process continuously brings students incrementally closer to desired learning objectives as evidenced by assessment results and high regents passing rates.

11. What new programs or improvements will be considered for the upcoming school year?

Discovery High School is continuously refining instructional strategies and implementation of those strategies based upon formative assessments, to include the step-by-step processes that are used to extend and enhance reading, writing, speaking and listening abilities. These same instructional strategies were developed and implemented via professional development. These practices are further refined through twice weekly instructional intensives conducted by trained coaches with Discovery teachers and compared against formative assessment data to continually check the efficacy of our methods and strategies .

12. What programs/services for ELLs will be discontinued and why?

No programs/services for ELLs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

After school / Saturday tutoring is available for all Ell's and for the 2013-2014 school year they will also be invited to participate in a bridge program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Teachers at DHS use a wide array of materials to support the effective instruction of ELLs. This includes a range of leveled text that is selected based upon the reading levels of our ELL students, age appropriateness and the desired content to be acquired. Teachers will identify existing reading materials from text-books, text from web sites and other resources and/or text that is modified and/or written by the teacher to be read directly by students or presented in PowerPoint slides. Teachers also employ appropriately leveled pictures, videos and artifacts and use technology such as laptops, SMART boards and Elmos to deliver instruction in the most comprehensible and engaging ways. Teachers use anchor charts to create a print rich environments where students can see, read and refer to salient information that will support the acquisition of language and skills and promote long term recall.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Since the greatest majority of our ELLs are native Spanish speakers, the native language support at Discovery is delivered by supporting students in making connections between the common grammar and cognates that exist between English and Spanish. Much of the curriculum is aligned with ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Where possible, Spanish speaking teachers will reinforce native language speakers through content acquisition.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services and support correspond to ELLs ages and grade levels via student assessment and placement according to skill and ability levels. For example, upper grade students who have been assessed to have lower level English skills will be grouped based upon skill ability to accommodate the differentiation strategies and scaffolding that will address the students needs based upon where they currently are.

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.

We invite all new students and their families to a New Student Orientation during the last week of August. For those students that enroll once the school year has begun we provide them with a Welcome Session when they receive their program. They are taken on a tour of the school and given information pertaining to policy, procedures, and their classes. After school and Saturday tutoring is available throughout the school year.

18. What language electives are offered to ELLs?

Spanish

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)?

Paste response to questions here:

### 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.

All teachers at Discovery, to include all teachers of ELLs, attend professional development for 3, 48 minute periods each week. Professional development is designed to focus on instructional strategies that begin with assessment and lead students toward learning objectives around reading, writing, listening and speaking skills as they relate to common core and New York state standards. In addition, teachers are observed twice weekly and attend two instructional intensives with an instructional coach to highlight areas of strength and areas in need of improvement as it relates to lesson construction and instructional delivery. All lessons are designed to meet the specific needs of all students.

The transition of ELLs from middle to high school is addressed in the summer institute, a 5 full day professional development week for teachers who are new to Discovery High School. The needs of all students who transition from middle school to high school are addressed to included the specific needs of ELLs and the additional language supports that may be necessary to accommodate their needs and provide for a smooth transition into high school.

ESL instruction using ESL strategies and methodologies are aligned to the ELA curriculum and thus the common core/New York State performance standards and regents tasks. Students are provided rubrics and explicit step-by-step instructions in order to acquire the necessary reading comprehension and writing skills. Implicit in this are the speaking and listening skills that are inherent in the holistic development of literacy skills in general. The minimum 7.5 hours of ELL training is more than satisfied during the three professional developments and the 2 instructional intensives attended each week.

## 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?

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

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

Needs of parents are also assessed via the learning environment surveys and discussed during meetings where parents are invited to discuss the success of our ELL students and ensure they are being given the support they need.

One need we have identified is that parents would like to be able to speak English, in order to help their child and communicate better in English settings. In response to this, we are working on trying to begin Adult ESL classes (with a teacher and the assistance of software programs/Rosetta Stone) in the evenings and/or Saturdays to teach parents basic English skills.

The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the oppurtunity to air grievances and describe their needs and the needs of their children. The discussion is documented and presented to staff for possible ideas for meeting parental needs

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Discovery High School**

**School DBN: 10X549**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rolando Rivera	Principal		1/1/01
Teresita Antigua	Assistant Principal		1/1/01
Karina Sanchez	Parent Coordinator		1/1/01
Stephanie Leveque	ESL Teacher		1/1/01
Milagros Marte	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Christine ORourke	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Cheryl Gould	Other <u>Assistant Principal</u>		1/1/01
Diana Chase	Other <u>Related Services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

**DBN:** \_\_\_\_\_ **School Name:**

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

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

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Discovery High School	DBN: 10X549
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 130
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 0
# of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

### Part C: Professional Development

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

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

Begin description here:

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

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

**Part C: Professional Development**

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

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

**Part D: Parental Engagement Activities**

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

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"><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>		