

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

25Q201

School Name:

THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH @ PS 201Q

Principal:

REBECCA LOZADA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Pre-K - 5 School Number (DBN): **25q201**
School Type: Elementary Grades Served: Pre-K - 5
School Address: 65-11 155th street Flushing, NY 11367
Phone Number: 718-359-0620 Fax: 718-321-2081
School Contact Person: Rebecca Lozada Email Address: rlozada@schools.nyc.gov
Principal: Rebecca Lozada
UFT Chapter Leader: Lamar Hughes
Parents' Association President: Patricia Fernandez
SLT Chairperson: Joyce Heskial
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354
Superintendent's Email Address: ddimang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

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

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---|---|
| · | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| · | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| · | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| · | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| · | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| · | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Discovery School for Inquiry and Research, a federal magnet school, is nestled in a quiet cul-de-sac in Flushing, Queens, New York. Surrounded by a public playground, a basketball and tennis court, this setting provides rich opportunities for learning within an aesthetically pleasing context. Every classroom is furnished with Smart boards, laptops, I pads and numerous desktop computers, making technology readily accessible. Dotted with examples of student work across the content areas, our hallways provide a showcase for the work that is taking place within our classrooms. The tone of the building is calm and welcoming. Our school mission: The Discovery School for Inquiry and Research strives to develop internationally minded students who have respect for themselves and for others who hold values, ideas and perspectives that may be different from their own. Through guided inquiry and active research, students creatively communicate ideas and reflect upon their learning experiences

Our Robin Hood Library houses more than 10,000 new books, magazines and periodicals. It is also equipped with an interactive white board, desktop computer center, mobile laptop cart, and ample seating for reading and research. The most recent addition to our richly resourced library is teleconferencing equipment. The utilization of this latest technology allows our students to network with students across the nation and the globe in the development of international-mindedness. Several years ago our school year welcomed students to a completely refurbished technology lab, equipped with 30 new MAC desktop computers and 3 color laser printers. This equipment was funded by a \$250,000 grant from our local Councilman.

Our most recent January 2014 Quality Review resulted in a "Well Developed" rating.

Our strong literacy core buttresses our inquiry-based social studies and science trans- disciplinary units that are aligned to meet the New York State Common Core Learning Standards. In catering to the needs of our diverse population, our ELL program provides additional services to our second language learners. We offer instruction in Mandarin Chinese to our lower grade students as part of our magnet systemic reform.

Every student in PS 201 is provided access to performing arts. Through creative and strategic use of resources the school hired a full time Music/Arts teacher. Every student is afforded the opportunity to learn keyboarding, study Art and learn via dancing and movement. Through collaboration between PS 201 and the Brooklyn/Queens Conservatory of Music, Neighborhood Arts, and the American Ballroom Dancing Company students in grades PreK-3 receive music appreciation. Further, students in grades 4-5 participated in swing/salsa dancing during the first semester and have just completed twenty sessions of ballroom dancing that culminated with an assembly for the community and a group of 4th graders attending a local competition. Additionally, a local community volunteer works with small groups of children at lunch to teach them how to use the recorder. Children performed at our monthly awards assembly.

PS 201 has offered Saturday Academy from for the majority of the school year highlighting additional minutes in Social Studies, English Language Arts, Mathematics, Physical Education as well as a cartooning program for our ESL students through a collaboration with LEAP, Learning in an Expanded Arts Program.

PS 201 has a collaboration with a CBO the Rising Star Afterschool Program and offers students the opportunity to stay for an extended school day, until 5:30 to participate in homework assistance, physical education, and an additional planned arts projects.

Additionally, PS 201 offers students additional after school programs to enrich students. Currently we have an after school crocheting clubs as well as a Title III program to provide ESL students with additional course work by developing their reading and language skills. Students choose from a menu teacher facilitated enrichment clubs: videography, newsletter, chorus, keyboard, chess, cooking, basketball, cheerleading, Debate team and student government. PS 201 began the Early Childhood Literacy program targeting students that need additional coursework in the area of literacy called LLI (Leveled Literacy Intervention).

Early morning math & literacy enrichment groups that focused on higher-level thinking were held for advanced students in preparation for the New York State Mathematics Exam in grades 3-5 via the use of I-Ready programs. Additionally, we have recently began to offer further enrichment activities to students within the school day by creating small leadership groups that focus on specific topics that are studied collaboratively and in depth such as The Holocaust and Ann Frank with the support of our school librarian.

Professional Learning plays a major role in our school community. Teachers participate in in-house professional development opportunities provided by our Lead Teachers, Grade Leaders and math coach as well as our CFN Achievement Coaches. Also, the school participates in professional development opportunities outside of the building through the Department of Education, L.L.I., and Reading Recovery training and our Learning Support Organization, Integrated Curriculum.

In review of our strengths and challenges, an in depth analysis of the School Quality Guide and data files, for Math, indicated an increase of 10.3% in the number of students reaching proficiency on the state math exam which resulted in a 12.4% increase of the peer range. In 2012-13, the data indicated that 21.5% of all tested students reached proficiency while in for 2013-14, the data indicated 31.8%. Additionally, in math, there was a 0.15 increase in the average student proficiency ratings. In 2012-13, the average student proficiency rating indicated a 2.45 while in 2013-14, it increased to 2.60.

In ELA, there was an increase of 13.6% in the Median Adjusted Growth Percentile when compared to the peer schools. In 2012-13, the data indicated 11.2% of the peer range while in 2013-14, the data indicates 24.8% of the range.

However, there was a decrease in the average student proficiency on the ELA exam when compared to the peer range. In 2012-13, the data indicates an average student proficiency of 61.8% of the peer range while in 2013-14, the data indicates 61.3% of the range.

In response to the aforementioned data analysis, the school is working on developing a culture where we value and implement professional learning as a way to inform instruction. Enhancement in instruction and pushing to understand each and every child is a process that needs to be valued by every staff member. Teachers are vigorously learning effective ways to analyze data via various assessment tools and how to use these tools as a measure to inform and improve their instructional practices and advance student learning. Our rigorous curriculum, our varied extracurricular offerings, and our engaging school environment, combine to develop in our students the attitude of international mindedness.

PS 201 historically has had low parent involvement. Through collaborative efforts between the principal, PTA, Parent Coordinator and Coaches we have increased the number of activities that include parents into school activities. This year a new parent center was opened with computers and a schedule that highlights enrichment activities for parents. Activities include, creating email accounts and basic computer skills. Our parent coordinator has invited speakers to come to our school to provide workshops on identify theft, stress management, sushi making, scrapbooking, and various other events. Also, our Lead Teachers and instructional coaches have provided numerous workshops for parents regarding instruction and assisting their children with schoolwork. This school year the creation of the "Principal's Book Club" was started for families and friends of our community. Our parent coordinator works cohesively with administration to provide additional opportunities to involve parents that are not available during school hours the ability to participate. This year

PS 201 has offered several evening events such as Family Bingo Night, and Wheel of Fortune Night. Also, PS 201 encourages the continuous visitation of our website (www.ps201.org), school-wide phone messenger and texting (Response 101) to keep families involved in activities in our building.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Review of PBA (Performance Based Assessments) in ReadyGen indicates that students are demonstrating a growth in grounding answers in the text. Another notable strength is alignment of student answers to the task posed. Explicit teaching and deconstruction of the task directions within classrooms supports growth in this area. In terms of need, analysis of reading levels indicates that many students in the lower grades need additional work in phonics. Resources from Open Court that support early literacy skills will be utilized.

Further, current school wide assessment data in ELA indicates that a deeper dive into instructional strategies using multiple entry points is urgently needed in order to address the needs of the variety of student sub groups across K-5 classrooms. Post-unit tests in mathematics provide evidence that students in Grades K-5 have difficulty in completing multi-step problems within their Go Math mathematics lessons. Students struggle in scaffolding the language of problems, identifying the correct operation, completing a multi-step problem and expressing themselves using mathematical language.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Rigorous Instruction/Teacher Effectiveness:

By June 2015, student performance levels in ELA & Math will increase by 5% as measured by Fontas & Pinell and Go Math Summative assessments for learning. Teachers will utilize multiple entry points into collaborative planning of ELA & Math instruction fueling teacher effectiveness to support all learners, facilitating quality discussions among students who value ambitious intellectual activities resulting in improved student outcomes.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |

| | | | |
|---|--------------|-----------------|---|
| <ul style="list-style-type: none"> Weekly professional development/learning plan will set aside time for tiered support for teachers in creating menus of assignments to accompany weekly plans. This professional learning time will compel trust among members of the school as they work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Teachers will revisit curriculum maps and seek additional opportunities for refinement. | All students | Sept.-June 2015 | Classroom teachers Lead teachers Coaches Instructional Cabinet |
| <ul style="list-style-type: none"> Instructional Leads will meet weekly and work toward the shared goal of improving student outcomes and plan for vertical alignment in collaboratively anticipated instruction for all subgroups. | All students | Sept.-June 2015 | Classroom teachers Lead teachers Coaches Instructional Cabinet |
| <ul style="list-style-type: none"> In order for teachers to ensure the element of trust-students across the grades will complete a 4 quadrant graphic organizer when solving math problems that includes What I Know, What I Want to Find Out, My Strategy, My Solution/ Check That It Makes Sense. | All students | Sept.-June 2015 | Classroom teachers Lead teachers Coaches Instructional Cabinet |
| <ul style="list-style-type: none"> Teacher teams will highlight trust as they work together to utilize the UDL framework when planning for differentiated instruction and assessment. | All students | Sept.-June 2015 | Classroom teachers Lead teachers Coaches Instructional Cabinet |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- CFN 204 Achievement Coach ELA and ELL will support teachers in developing effective teaching strategies and appropriate use of the PBA collected data.
- CFN 204 Achievement Coach in Math will provide professional development hat support a differentiated classroom.
- In-house professional development by administration will specifically address multiple entry point strategies.

Teacher assessment through the Advance system will focus on the evidence that is observed in attainment of this goal

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| <ul style="list-style-type: none"> TL Fair Student Funding – Instructional Coach Title I SWP –Professional Development Contract for Excellence- Instructional Coach TL FSF- Curriculum Planning Per Diem & Per Session TL NYSTL- Purchase Mentor texts TL Children First Network- Professional Development, Consultants and Support | | | | | | | | | |

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 there will be an increase of 2% will be evident via the use Fontas & Pinell evaluation system. Further, ReadyGen Performance Based Assessments will be administered and analyzed for instructional implications. Instructional Leads will support strategies for ensuring a multiple entry approach to instruction. By February 2015 a 50% improvement in the Go Math Unit tests and Performance task will be used garnered. Further, results from both tests will provide students and parents with activities that support critical thinking. The Go Math program affords students and parents the opportunity to go online and frontload math activities and also review misconceptions. The drop-box resource provided via Go Math allows school and homes to stay aligned with the mathematical work provided in school. Finally, Teachers will strengthen their collaborative practice through meaningful low-inference inter-visitation, where opportunities for trustful exchange of instructional expertise are encouraged, and where thoughtful conversation around student engagement is the norm.

Part 6b. Complete in **February 2015.**

| | | | | |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Review of PBA (Performance Based Assessments) in ReadyGen indicates that students are demonstrating a growth in grounding answers in the text. Another notable strength is alignment of student answers to the task posed. Explicit teaching and deconstruction of the task directions within classrooms supports growth in this area. In terms of need, analysis of reading levels indicates that many students in the lower grades need additional work in phonics. Resources from Open Court that support early literacy skills will be utilized. Based on evidence from our 2014 Quality Review our Inquiry Teams and IPC’s with teachers, there is a glaring need to provide opportunities for more intense collaborative planning, as well as opportunities for professional development in designing coherent instruction for teachers across all grades and including content areas specialists.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Collaborative Teachers:

By June, 2015, 80% of teachers will participate in collaborative learning walks, using a variety of paths to share best practices as measured by sign –in sheets, shared minutes of meetings, and participation in the teacher blog. The result will be an 80% effective rating in teacher practice, evidenced by teacher ratings on ADVANCE, Domain 1, 1e) as all teachers work toward the common goal of improving student outcomes.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Weekly professional development/learning plan will set aside time for tiered support for teachers in creating menus of assignments to accompany weekly plans. This professional learning time will compel trust among members of the school as they work toward the shared | Teachers | Sept.-June | Instructional Cabinet Administration Consultants Lead Teachers |

| | | | |
|---|----------|------------|--|
| <p>goal of improving student outcomes, preparing students for success in school and beyond.</p> <ul style="list-style-type: none"> • Tiered professional development is designed to support all levels of expertise in learning walks and elicit an element of trust via working as a cohesive unit. • Professional development I supports teachers in cycles of low-inference inter-visits and develops a sense of trust via authentic and strategic feedback. | | | CFN 204 |
| <ul style="list-style-type: none"> • Vertical Lead Teacher Team meets weekly to provide grade-level feedback and to share instructional strategies that highlight trust and responsibility among the school wide community. | Teachers | Sept.-June | Instructional Cabinet Administration Consultants Lead Teachers CFN 204 |
| <ul style="list-style-type: none"> • Targeted competencies are decided in advance and translated to teachers via the daily Morning Message. Teachers trust that communication is clear and concise in order to generate organization. | Teachers | Sept.-June | Instructional Cabinet Administration Consultants Lead Teachers CFN 204 |
| <ul style="list-style-type: none"> • Working together cohesively the Administrative Team meets twice weekly to discuss findings and identify trends that inform the planning of professional development opportunities. Teachers trust that administrative discussions will garner applicable strategies shared during Advance conversations. • Administrators will indicate on feedback forms provided at the end of instructional walkthroughs when follow up meetings with teachers will take place. To this end, teachers and administrators have developed a sense of trust and mutual respect. <p>Administrative findings, in terms of trends, will be discussed with Lead Teachers and the Instructional Cabinet in an effort to continue to foster trust.</p> | Teachers | Sept.-June | Instructional Cabinet Administration Consultants Lead Teachers CFN 204 |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Inter-visitation with partner schools to share best practices

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| <ul style="list-style-type: none"> • TL Fair Student Funding – Instructional Coach • Title I SWP –Professional Development • Contract for Excellence- Instructional Coach • TL FSF- Curriculum Planning Per Diem & Per Session • TL NYSTL- Purchase student texts • TL Children First Network- Professional Development, Consultants and Support • TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams | | | | | | | | | |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, approximately 50% of teachers would have created rubric developed during weekly PD to clarify roles in low inference note-taking. Next, Administration will conduct 1-on1 data/ learning walks and conferences to support teachers.

Finally, time allotted for teacher observation of a colleague to support sharing of best instructional practices. Professional development targets D1, 1e to improve teacher effectiveness.

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|--|-----|--|----|
| 9. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 10. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Review of formative assessments indicates that students are demonstrating a growth in grounding answers in the text. Another notable strength is alignment of student answers to the task posed. Explicit teaching and deconstruction of the task directions within classrooms supports growth in this area. In terms of need, analysis of reading levels indicates that many students in the lower grades need additional work in phonics. Resources from Open Court that support early literacy skills will be utilized. Our 2013-14- Environment Survey indicates a greater need to increase Parent Involvement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Strong Community Ties:

By June, 2015, parent involvement will improve as evidenced by a 50% increase in attendance at the PTA monthly meetings. Increased parent involvement will accelerate the strengthening of a school culture where students feel safe, supported and challenged, and all stakeholders value each other.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust | | | |
| Monthly PTA meetings include presentations to parents on relevant current topics. Working toward developing trust among the parent community is fostered via the accessibility of the new Parent Center. Parents feel respected and can trust that they have a place that is their own. | Parents/Guardians | Sept.-June | Parent coordinator Lead teachers Math Coach Administration |
| Teacher-led workshops and forums on instructional topics, test prep and enrichment are offered monthly. These | Parents/Guardians | Sept.-June | Parent coordinator Lead teachers |

| | | | |
|---|-------------------|------------|---|
| opportunities display to parents that their children can be entrusted to learning professionals with goals to advance student learning. | | | Math Coach Administration |
| Where appropriate, student performances and cultural fairs are part of the agenda to encourage parent attendance and provide a sense of respect and trust via cultural sensitivity. | Parents/Guardians | Sept.-June | Parent coordinator Lead teachers Math Coach Administration |
| Monthly Parent Read alouds and Monthly Parent Open Forums ensure that students and parents feel part of the school community. Parents can be reassured and can trust that their voice is heard and appreciated. | Parents/Guardians | Sept.-June | Parent coordinator Lead teachers Math Coach Administration |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| <ul style="list-style-type: none"> • TL Fair Student Funding – • Title I SWP –Professional Development • Contract for Excellence- | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|--|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 16. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015, a 35% increase will be evident in the parent participation of school-wide events via consistent monthly PTA meetings include presentations to parents on relevant current topics. Further, Teacher-led workshops and forums on instructional topics, test prep and enrichment. Next, where appropriate, student performances and cultural fairs are part of the agenda to encourage parent attendance. Finally, monthly Parent Read alouds Monthly Parent Forum | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 17. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 18. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Research indicates that educating the whole child requires much more than regular “academic” subjects. Linguistic deficiencies in our data illustrate a need for enriching programs that address the Social, Emotional, and Cultural needs of our student population. . Review of PBA (Performance Based Assessments) in ReadyGen indicates that students are demonstrating a growth in grounding answers in the text. Another notable strength is alignment of student answers to the task posed. Explicit teaching and deconstruction of the task directions within classrooms supports growth in this area. In terms of need, analysis of reading levels indicates that many students in the lower grades need additional work in phonics. Resources from Open Court that support early literacy skills will be utilized.

The NYS Blueprint for the Arts provided avenues for instruction in the Arts that will directly contribute to improved academic language and enriched writing across the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Effective School leadership:

By June, 2015, via effective resource management, 90% of our students will participate in a myriad of enriching multi-cultural arts activities. A strong focus on the implementation of the NYS Blueprint for the Arts will be utilized to directly contribute to enriched academic language and improved student writing as evidenced by receiving a level 3 or higher on the task specific teacher/student-generated rubrics.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust | | | |
| A full time Music teacher hired to service all students. | All students | Sept.-June | Music teacher Art teacher CBO |

| | | | |
|--|--------------|------------|-------------------------------------|
| Music and the Brain Ballroom Dancing | All students | Sept.-June | Music teacher Art teacher CBO |
| Partnership with Music for Many | All students | Sept.-June | Music teacher Art teacher CBO |
| Flushing Town hall Education Department Partner with Queens College Drama Club Material for the Arts | All students | Sept.-June | Music teacher Art teacher CBO |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Music Teacher
2. CBO Partners
3. Parent Volunteers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

- TL Fair Student Funding – Music Specialist Dancing Classrooms
- Title I SWP –Professional Develop

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
24. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 75% of students would have participated in a myriad of enriching multi-cultural arts activities via the strong focus on the implementation of the NYS Blueprint for the Arts.

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|--|-----|--|----|
| 25. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 26. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Data from the 2013-14 OORS report indicates that a strong focus is needed in addressing the social /emotional wellbeing of the students. This encompasses a number of school wide issues including peer to peer respect, cooperation with adults, and strong communication with parents and caregivers

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Supportive Environment:

By June, 2015, there will be a 10% decrease in the number of incidents/suspensions entered into OORS, as well as an increase in positive behaviors throughout the school, as measured by a community created rubric that results from the school wide implementation of a PBIS plan, and C.A.R.E.S (Collaboration, Attitude, Responsibility, and Empathy) program.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust | | | |
| Professional development for staff using texts like <u>The Power of Our Words</u> | Frequent offenders/students | Sept.-June | Dean of students Administration SBST team |
| Professional development and support in creating a structured PBIS plan –CARES | Frequent offenders/students | Sept.-June | Dean of students Administration SBST team |

| | | | |
|--|-----------------------------|------------|---|
| Professional development for parents and caregivers. | Frequent offenders/students | Sept.-June | Dean of students Administration SBST team |
| | | | |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| 4. Administration 5. Lead Teachers 6. Community participants |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| Title 1 SWP TL FSF- Curriculum Planning Per Diem & Per Session Title 1- Parent Allocation | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 32. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015, a .5% decrease in incident reports will be garnered via the OORS system. Weekly professional development plan, Parent behavioral strategies workshops, collaborative parent/teacher planning and design sessions and infusing culminating events celebrations for the entire school community | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 33. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 34. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|---|--|
| English Language Arts (ELA) | NYS ELA assessment Running Records PBA- baseline | Leveled Literacy Intervention (LLI) Targeted Academic Intervention Initiative; IREADY reading support AM reading intervention | Small group instruction with specialized teacher Small group instruction Small group Small group (5-10 students at a time) | Students are serviced during the school day 3 times a week during 50 minute blocks AM (7:10 AM – 8:00 AM) Monday & Wednesday over a 15 week block |
| Mathematics | NYS Math State Assessment GO Math Baseline assessment Unit math assessments | Targeted AIS AM Math Intervention IREADY Math support | Whole class Small targeted group | Students math interventions are provided 2 x a week for 10 weeks beginning in February 2013 AM (7:10 AM – 8:00 AM) Monday & Wednesday over a 15 week block |
| Science | NYS science state assessment Science summative assessments | Science Intervention Teach science through the lens of inquiry; | Small group instruction | During the school day (Friday afternoon) |
| Social Studies | Unit summative assessments | Build on students' prior knowledge and experiences; Use instructional methods that allow students to transform information from one symbolic | Small group instruction | Offered during the school day |

| | | | | |
|---|------------------------|--|--|--|
| | | communication system to another; | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Referral PPT review | <p><u>Guidance Counselor</u> Explain acceptable responses within a social or academic setting Explain language as a way to communicate Develop strategies in writing which support social engagement</p> <p><u>School Psychologist</u> Visit classrooms as an observer, and then impart understanding of human behavior; Provide professional development in the understanding of critical situations;</p> <p><u>Social Worker</u> Meet with parents and parent coordinator to provide information on services available through CBOs Visit classrooms as needed to provide support to students and teachers Provide small group support to students who are at risk of not meeting social and behavioral expectations Actively outreach to displaced families Participate on the Crisis Intervention team</p> <p><u>Health-related Services</u></p> | <p>Small grade-specific group instruction for selected students across the grades</p> <p>One-on-one counseling for targeted students</p> | <p>Provided during school hours</p> <p>During the school day</p> |

| | | | | |
|--|--|--|--|--|
| | | <p>Provide students with preventative instruction regarding asthma, common illnesses, vision, and other health needs</p> <p>Provide 504 parent training</p> <p>Emphasize the importance of maintaining good health and engaging in regular physical activity</p> <p>Provide information about the obesity and Young People Program</p> | | |
|--|--|--|--|--|

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

| | | | |
|--|---------------------------------|---|--------------------|
| Indicate with an "X" your school's Title I Status. | | | |
| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

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

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

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and

paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

A professional development menu was created offering workshops that address the needs of staff in supporting the academic, social and emotional needs of students across the grades. Teachers were then given choices in the selection of professional development options they felt best supported their professional growth. Workshops were tiered to address proficiency levels and were offered before, during and after the school day. In this way, staff members can feel confident that the sessions they attend are customized to participant needs. In an effort to build capacity, workshops are facilitated by our Administration, math coach, Lead Teachers, Guidance Counselor, technology teacher, and Dean of Students. This list of facilitators is not exclusive as many teachers also facilitate workshops highlighting their particular strengths and areas of interest. In addition to this, Administration utilizes monthly Grade-Level Conferences as a forum to further the learning experiences of staff members keeping them abreast of new initiatives and providing them with access to best practices such as those available at EngageNY.com. The staff of PS 201 is also fortunate to have opportunity for in-house professional learning sessions from our Instructional Cabinet specialist. Such work helps to fine tune their instructional practices in the teaching of balanced literacy across the day. Additionally, across the school year teachers attend workshops at partnering schools facilitated by our CFN 204 Achievement coaches and turn key their learning to colleagues at Professional learning opportunities on Mondays and designated Professional Development Days. Administration participates in professional development offerings hosted by the Executive Leadership Institute as well.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$222,525 | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$87,520 | | |
| Title III, Part A | Federal | \$11,200 | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | \$2,634,759 | | |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 201Q, 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 the school and the families. The 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 the school community. PS 201Q 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

PS 201Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|--|-------------|
| Name of School: PS 201Q: The Discovery School | DBN: 25Q201 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 22 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: Supplemental instruction for ELL students (54 ELL students), supporting collaboration between the certified ESL teacher and content area teachers, will ensure that participating students will have further access to grade-specific content and vocabulary outside the realm of the regular school day. Students served will in testing grades three through grade five serving 22 ELL students. Our after-school programs will address grades 3-5 and will focus on various testing strategies r that will develop academic language needed for ELA, Math and NYSESLAT state exams. Instruction for our new comers and students with disabilities will be differentiated by targetting their specific needs through implementation of both NESSY and IREADY programs. The ELL program will commence in January- 2015 and will run through April 2015. The program will take place twice weekly on Wednesdays and Thursdays from 2:40 p.m.- 4:40 p.m. The program will address the needs of all our ELL students in grades 3-5. Students will work with both instructors in groups of no larger than 15. Although instructors will address balanced literacy, the development of speaking and listening skills will be at the core. The role of the ELL specialist is to provide direct instruction which can be achieved through a collaborative effort. This support will involve the sharing of best practices in ESL instruction and the provision of necessary resources. Further, our ESL teachers will be with ELL students in grades 3-5 for 2 hours on both Wednesdays and Thursdays. Students will be engaged in both whole group and small group learning activities. Grouping will be flexible to provide opportunities for students to work, at times, with peers who are at a similar level of proficiency and at other times to work with students who have greater competency in English. The number of students that will be serviced in 3-5 will be 22 students. Within this program all 22 ELL students will receive direct instruction from both certified ESL teachers. The opportunity for ELL students to work with peers in different grades will strengthen the ELL community school wide.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

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

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

Part D: Parental Engagement Activities

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

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

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

Parents of ELLs will also have opportunity to attend field trips sponsored by Title III funding. These trips will take place on two Saturdays during the year as well as two afternoons. Trip participants include both ELL students and their parents. Families attending Saturday trips will assemble at PS201 at 9:00a.m. and will return to PS201 at 3:00p.m. approximately. The trips include museum visits, participation in cooking classes, along with visits to places of historical significance.

Parent events are listed on the school web site (www.PS201.org). In addition, letters and flyers in the home language of the parents are sent out to notify parents of upcoming events. Fortunately, PS201 has

Part D: Parental Engagement Activities

personnel who speak more than 15 different languages. We also use NYCDOE translation services.

Part E: Budget

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

Allocation Amount: \$11200

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|--|-----------------------|--------------------------|
| District 25 | Borough Queens | School Number 201 |
| School Name The Discovery School for Inquiry & Resear | | |

B. Language Allocation Policy Team Composition [i](#) 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 Rebecca Lozada | Assistant Principal Joyce Heskial |
| Coach type here | Coach type here |
| ESL Teacher Joan Quispe | Guidance Counselor Mindy Kaiser |
| Teacher/Subject Area type here | Parent Michelle Gaudite |
| Teacher/Subject Area type here | Parent Coordinator Pei-Hsia |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 441 | Total number of ELLs | 41 | ELLs as share of total student population (%) | 9.30% |
|--|------------|----------------------|-----------|---|--------------|

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

B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 37 | | 11 | 3 | | 1 | 1 | | | 41 |

| ELLs by Subgroups | | | | | | | | | | |
|---|-----------|----------|------------------|----------|----------|------------------------------------|----------|----------|----------|-----------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 37 | 0 | 11 | 3 | 0 | 1 | 1 | 0 | 0 | 41 |
| Number of ELLs who have an alternate placement paraprofessional: <u>1</u> | | | | | | | | | | |

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 |
| TOTAL | 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 | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 6 | 4 | 3 | | 3 | 1 | | | | | | | | 17 |
| Chinese | 5 | 5 | 5 | 2 | 4 | | | | | | | | | 21 |
| Russian | | | 1 | | | | | | | | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | 1 | | | | | | | | | | | | | 1 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | 1 | | | | | | | | | | | 1 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 12 | 9 | 10 | 2 | 7 | 1 | 0 | 41 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----|---|----|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | 3 | 6 | 2 | 0 | 1 | 0 | | | | | | | | 12 |
| Intermediate(I) | 4 | 2 | 7 | 1 | 3 | 1 | | | | | | | | 18 |
| Advanced (A) | 5 | 1 | 1 | 1 | 3 | 0 | | | | | | | | 11 |
| Total | 12 | 9 | 10 | 2 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 3 | | 3 | | 1 | | 1 | | 8 |
| 4 | 1 | | 1 | | | | | | 2 |
| 5 | 1 | | 1 | | | | | | 2 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 PS201 uses TCRWP as well as a baseline writing assessment to assess early literacy skills of ELLs across the grades. Kindergarten teachers also use Foundations as an assessment tool. Data from kindergarten reveals a large disparity in English language proficiency within the grade where, in some cases, letter and sound recognition skills are on par with those of native speakers and in other cases

there are notable deficiencies. Across the grades, data reveals student struggles in the areas of academic vocabulary as well as sentence structure in writing. This data informs the creation of strategic groups to address specific student needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Analysis of data over the past three years reveals that students across the grades have performed significantly better on the speaking component of the NYSESLAT than on other components. The writing component has consistently presented as the area of greatest challenge where students have difficulty translating their thoughts into writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities highlight the need to provide greater support for students in translating verbal language into writing. As a result, oral rehearsals have been added to the instructional model. Within the context of an oral rehearsal students are provided with opportunity to verbally share their stories with a teacher/peer and sketch or jot notes that will scaffold the translation into writing.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
ESL teacher, Joan Quispe, administers the Home Language Identification Survey to incoming families at time of registration. Parent

Coordinator, Pei-Hsia Wang, and Pupil Accounting Secretary, Lucrecia Ochs, provide translation services as needed during the intake process. In addition, PS201 is fortunate to have Korean, Greek, Russian, Urdu & Arabic speaking staff members on hand to provide native language support to both non-Mandarin and non-Spanish speaking parents and students at this time. Ms. Quispe then analyzes parent responses to determine the names of students to whom the LAB-R should be administered. A testing schedule is put in place so that students take the LAB-R within 10 days of entering the school. Ms. Quispe, licensed ESL teacher, is responsible for administering this assessment, both the English and Spanish LAB, as appropriate.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
All parents of incoming ELLs are invited to an ELL Parent Orientation within the opening weeks of the school year. A flyer and agenda are sent home in students' folders and Parent Coordinator, Pei-Hsia Wang, reaches out to parents via phone to remind them about the upcoming meeting. At this meeting the DOE's ELL Parent Orientation Video is shared with parents and they are invited to ask questions about the information presented. At a follow-up meeting parents are introduced to the Parent Survey and Program Selection Form and are required to complete these documents. Both Mandarin and Spanish-speaking staff members as well as staff who speak other languages are on hand to provide translation services to parents. This meeting is facilitated jointly by ESL teacher, Joan Quispe, & Assistant Principal, Joyce Heskial.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
ESL teacher, Joan Quispe, oversees the distribution & collection of entitlement letters including the invitation to the ELL Parent Orientation. She also manages the completion and return of Parent Survey and Program Selection forms. Copies of returned letters are stored in the General Office while original documents are included in the cumulative records of individual students. All students who receive ELL services throughout the year are administered all four components of the NYSESLAT in Spring.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parents are informed that Freestanding ESL is the model of instruction offered to non-English speaking students at PS201. Ms. Quispe explains what this instructional model looks like and explains both push-in and pull-out options. Parents are also informed about their entitlement to choose an alternative program for their child and are provided with the names of schools that offer additional program choices. In cases where a parent requests Transitional Bilingual Education or a Dual-Language program, ELL Program Transfers is contacted for assistance with locating placement. The Parent Coordinator offers to participate with parents in walkthroughs of local schools in which Transitional Bilingual and Dual Language programs are provided. In terms of communication in their native language, Chinese-speaking parents work closely with Pei-Hsia Wang and Spanish-speaking parents are assisted by PS201's Pupil Accounting Secretary who is fluent in Spanish. Furthermore, staff members who speak languages other than the above provide translation services to parents in their native language as needed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Assistant Principal, Joyce Heskial, creates a schedule to facilitate the administration of all four sections of the NYSESLAT to students in all grades within the testing window. This testing schedule is distributed to all teachers so that they know in advance that students will be removed from classroom instruction to facilitate testing. Ms. Heskial provides the ESL teacher with the DFA for each test and reviews testing procedures. Testing materials are distributed to Ms. Quispe each morning and returned to Ms. Heskial each afternoon on each of the testing days. Ms. Quispe administers all sections of the NYSESLAT to all ELLs.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Data from the past few years reveals a trend in the program choices requested by parents. With the exception of four parents who selected Dual Language as a first preference last year and two with similar selections this current year, Freestanding English as a Second Language is consistently the most frequently requested choice. In each of these cases, the background of parents requesting Dual Language is Chinese. Parents who select a program other than Freestanding English as a Second Language are offered assistance in locating placement in local schools via our Parent Coordinator, Pei-Hsia Wang. However, in recent years parents who selected Dual Language as a first preference subsequently decided to remain and participate in Freestanding English as a Second Language in PS201. An analysis of data over recent years reflects the alignment of program offerings with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A. & B. Instruction is delivered as a push-in model for most grades. However, the ESL teacher also instructs in the pull-out model when ELLs within a grade are dispersed in different classrooms. In this case, the ESL teacher clusters students according to proficiency levels and works with them in a pull-out setting.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

specific needs of ELLs are addressed in instructional planning both within and across grades.

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

Differentiated instruction takes place throughout the school day. Each student develops individual learning goals in conjunction with his/her classroom teacher and with support from the ESL teacher. These goals help students set targets for their learning and are utilized when they meet with their teachers during small group work and conferences. Goals are updated approximately every six weeks. Key skills assessed within the context of the NYSESLAT are taught explicitly and reviewed on a regular basis. Students are also familiarized with the structure of the NYSESLAT. Long-term ELLs are provided with additional support in navigating complex texts (via the use of visuals and close reading strategies) during their time with the ESL teacher. Additionally, ELLs are provided with opportunity to participate in early-morning AIS programs to supplement instruction in the acquisition of English. ELLs who have been in US schools for less than three years work with a teaching resident from Neighborhood Music and Arts one afternoon per week to enhance listening and speaking skills via drama and movement. Although there are no SIFE ELLs in the building at present, should students defined as SIFE enroll in the future PS201 faculty would utilize resources made available through the Office of English Language Learners such as the video, SIFE: Meeting the Challenge, to support instructional planning. Technology would be utilized extensively to increase exposure to English with visual and auditory supports and SIFE ELLs would be included in intensive reading programs such as Leveled Literacy Intervention.

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

Courses Taught in Languages Other than English

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

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

| Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|
| Native Language Arts: | |
| Social Studies: | |

| Class/Content Area | Language(s) of Instruction |
|--------------------|----------------------------|
| | |
| | |

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

| | | | | |
|----------|--|--|--|--|
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

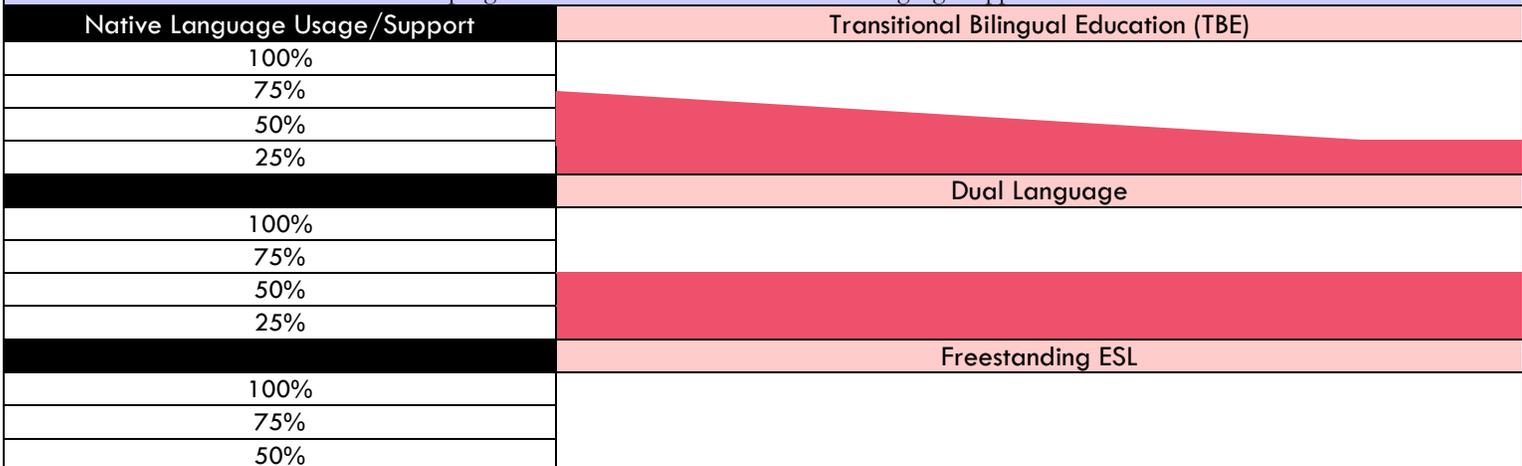
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 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 |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention services for ELLs are designed with the Common Core Learning Standards in mind. Determining Language Functions and Structures tackles the use of language for specific purposes. Data garnered from assessments provides insight into the language functions that work best for individual ELLs and intervention is offered within flexible instructional groups. ELLs also participate in Leveled Literacy Intervention as well as AIS groups in literacy and math as needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Current programs are meeting the needs of ELLs as evidenced in student work in both literacy and math and across the content areas. Also, the provision of opportunities for the ESL teacher to meet and plan with classroom teachers facilitates the advancement of ELLs in both content and language development. Ongoing professional development via Teachers' College as well as CFN204 helps keep all pedagogues abreast of best practices in ESL instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- A new initiative, Growing Writing Across Grades, is currently being piloted with ELLs in the upper grades. Here, ELLs are paired with native speakers from a higher grade to strengthen work in writing. Within this context older peers work with younger ELLs to develop their understanding of sentence and story structure and to deepen their knowledge of the conventions of writing.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs through the distribution of flyers and other information. Our Parent Corodinator acts as a liaison in providing translation services to Asian parents that make them aware of programs being offered. Our Pupil Accounting Secretary provides assistance in translation to Spanish-speaking families. Families who speak languages other than Mandarin and Spanish receive information about programs from other staff members who speak their native language. Among the curricular programs offered to ELLs are Music and Movement, Chinese language instruction via Chinese Advantage Academy, Tae Kwon Do, Ballroom Dancing, Test Prep and Extended Day. Afer-school programs include Cultural Enrichment, Penguin After-School Support Program (P.A.S.S.) and Saturday Academy. Within Cultural Enrichment, ELLs engage in education in the culinary arts, music and photography. P.A.S.S. offers support in the completion of homework, physical education and education in the arts. Saturday Academy supports the success of ELLs in upcoming state tests, both ELA and Math. Before each program begins, a letter of explanation and application is distributed to families. Once students are selected, families are invited to an orientation where translation services are made available to non English-speaking parents. ELLs are included in all current programs offered, both during and after the school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is utilized as an instructional tool throughout the day. Students across the grades participate in STMath (Spatial Temporal Math), a computer-based program that enhances critical thinking skills. Colorin Colorado and other websites are also utilized within instruction and made available to families via the PS201 porta-portal (www.ps201.org) In addition, NYSESLAT workbooks are used to prepare students for the upcoming NYSESLAT.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Books written in languages other than English as well as those that represent the cultural backgrounds of ELLs are made available to students both within their classroom libraries and in our school based Robin Hood Library. Foreign language dictionaries are also available. Many of the read-alouds shared with students across the day include phrases from other langauges, thus acknowledging the importance of languages other than English. Beginner ELLs are further supported through the creation of personalized dictionaries that include words written both in English and in their native language often accompanied by a visual support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Services and supports are delivered as per NCLB and CR Part 154 at the ELLs' ages and grade levels. Differentiated instruction is provided based on need as determined by student performance on assessments.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There are no activities to assist newly enrolled ELL students prior to the beginning of the school year. Those who enroll throughout the school year participate in our afternoon program with Neighborhood Music and Arts. Our Parent Coordinator also works diligently to outreach to new families of ELLs and helps them assimilate into the school environment. She hosts workshops to address

specific needs and includes these families in professional development opportunities outside the school context.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

| School Name: <u>PS 201</u> | | School DBN: <u>25Q201</u> | |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Rebecca Lozada | Principal | | 1/9/14 |
| Ida Rowe & Joyce Heskial | Assistant Principal | | 1/9/14 |
| Pei-Hsia Wang | Parent Coordinator | | 1/9/14 |
| Joan Quispe | ESL Teacher | | 1/9/14 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Mindy Kaiser | Guidance Counselor | | 1/9/14 |
| Diann Foley | Network Leader | | 1/9/14 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **25q201**

School Name: **THE DISCOVERY SCHOOL FOR INQUIRY**

Cluster: _____

Network: **204**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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