

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X549**

School Name: **DISCOVERY HIGH SCHOOL**

Principal: **ROLANDO RIVERA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Discovery High School School Number (DBN): 10X549
Grades Served: 9-12
School Address: 2780 Reservoir Ave Bronx NY 10468
Phone Number: 718-733-3872 Fax: 718-733-3621
School Contact Person: Teresita Antigua Email Address: tantigua@schools.nyc.gov
Principal: Rolando Rivera
UFT Chapter Leader: Marilyn Martin
Parents' Association President: Joan Davis Sing
SLT Chairperson: Rolando Rivera
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Joan Davis Sing
Bianca Diaz
Student Representative(s): _____

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza Bronx NY 10458
Superintendent's Email Address: e~~l~~indse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-329-8030

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx NY 10462/1 Fordham Plaza , Bronx, NY
10458
Director's Office Address: _____

Jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776/718-741-8895

718-828-6280

Phone Number:

Fax:

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Rolando Rivera	*Principal or Designee	
Marilyn Martin	*UFT Chapter Leader or Designee	
Joan Davis Sing	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Joan Davis Sing	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Bianca Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bianca Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jane Ipanaque	Member/ parent	
Aileen Silva	Member/ parent	
Harietta Pagan	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Victorio	Member/ parent	
Nicholas Federn	Member/ staff	
Mathhew Schoenstein	Member/ staff	
Teresita Antigua	Member/ staff	
Cheryl Gould	Member/ staff	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Discovery High School is a 9 - 12 school with 514 students in a campus setting. The student population comprises 17% Black, 79% Hispanic, 1% White and 2% Asian. The student body includes 20% English language Learners and 24% special education students. Boys account for 56% of students enrolled and girls account for 42%.

Discovery's mission is to help students engender a deep and sophisticated reservoir of content knowledge and acquire complex cognitive processes which they can transfer to new and different real-world environments in college and the work world of tomorrow.

Discovery currently collaborates with or is establishing a collaboration with the following organizations to support our students:

- **Lehman College - College Now:** Students who excel at Discovery HS and qualify for the College Now program are able to choose college level courses for college credit while still attending high school.
- **ACCESS-VR:** Provides vocational and financial support for students with IEPs.
- **Institute for Career Development:** Will provide on-site after school vocational training via a work readiness program
- **PSAL:** Public School Athletic League for students wish to participate in campus wide sports
- **Opening Act:** For students who are interesting in acting

Discovery has a large sub-population of ELLs who need and receive additional support for acquiring English as a second language to include developing verbal fluency as well as skills in reading, reading comprehension and writing.

Aligned with the Framework for Great Schools element of **Rigorous Instruction**, Discovery High School made the most progress in Section 5D, Effective School Leadership. The Principal created a structure of "Distributive Leadership" where the strongest teachers in each subject area were trained as coaches. This means that coaches were trained to make informal classroom visits, provide feedback to teachers based upon unified school goals determined by the Principal and to design and implement Professional Development that will lead to rigorous instruction.

In conjunction with Section 5D as an area of strength would be Section 5C, Collaborative Teachers. Coaches and administrators designed and conducted Professional Development sessions so that school goals, as determined by the Principal, were shared with all coaches along with a common vision as to how they were to be implemented. For the 2014-2015 school year, all teachers received professional development around Student Centered Learning and using Think-Pair-Share as the primary strategy to implement in order to increase student engagement and rigor.

The key focus for the coming year is for teachers to create appropriately-rigorous/cognitively challenging tasks and activities that extend and refine students' content mastery and skill acquisition and facilitate the efficacious transfer of learning to new and different environments.

In conjunction with the key focus listed above, teachers will be able to efficaciously employ various forms of pre-established criteria to analyze and evaluate students' performance and progress.

10X549 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	542	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	26	# SETSS	3	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	20	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.3%	% Attendance Rate			84.1%
% Free Lunch	80.6%	% Reduced Lunch			3.3%
% Limited English Proficient	23.4%	% Students with Disabilities			26.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			16.8%
% Hispanic or Latino	78.8%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	1.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			18.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			3.02
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	85.0%	Mathematics Performance at levels 3 & 4			96.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	76.5%	% of 2nd year students who earned 10+ credits			69.2%
% of 3rd year students who earned 10+ credits	63.8%	4 Year Graduation Rate			63.4%
6 Year Graduation Rate	66.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Relative to the Framework element of Rigorous Instruction, Periodic Assessments given every six weeks are analyzed to determine student’s strengths and needs relative to content knowledge and skills for all subject areas. Teachers do a deep analysis of data collected from the Periodic Assessments to develop customized instructional next steps that are designed to address areas of need relative to the common core standards and instructional objectives. In connection with the Framework of Collaborative Teachers, teachers share Periodic Assessment data and analysis for vertical and horizontal alignment of subject areas and grade levels.

Additionally, classroom observations, individual feedback from teachers during Instructional Intensives, a cyclical analysis of student work in professional development and feedback from the QR suggests a need to improve the construction of rigorous tasks and activities that set expectations and provide opportunities for students to extend and refine content knowledge and skill applications to tasks and activities that are cognitively challenging.

One priority subgroup for Discovery include our population of ELLs. According to the School Quality Guide, Discovery ELLs were at an average 2.19 grade level proficiency in their 8th grade year. According to the QR Discovery’s focus on ELLs should address how we assess and support ELLs to meet their diverse learning needs.

Our second area of focus is College and Career Readiness. According to the School Quality Guide, 20.6% of DHS students meet the 4 year readiness index and 31.2% of our students meet the 6 year college readiness index.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Aligned to the Framework Element for Rigorous Instruction, teachers will create appropriately-rigorous/cognitively-challenging tasks and activities that extend & refine students’ content mastery and skill acquisition and facilitate the efficacious transfer of learning to new and different environments.

During the 2015-2016 school year, 80% of teachers will increase their abilities to create rigorous tasks/activities by one gradation from the baseline (in the first week of October) to the end of the school year (first week of June); students will increase their reasoning abilities on all related components of the school-wide rubric* by one gradation from the baseline to the end of the school year. By mid-year 80% of teachers will increase their abilities to create rigorous tasks/activities by 1/2 gradation from the baseline (in the first week of October) to the end of the school year (first week of June); students will increase their reasoning abilities on all related components of the school-wide rubric* by 1/2 gradation from the baseline to the end of the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Discovery teachers will collaborate with other teachers, coaches and administrators to create a SCL Rigor Rubric that will enable coaches and school leaders to assess the teachers’ performance and progress with the process of creating tasks/activities that are rigorous • Teachers will collaboratively evaluate and re-construct the TPS protocol, the group-work protocol, and other SCL activities/tasks to increase rigor in these kinds of activities. 	<p>Teachers and all students</p>	<p>9/15/15 – 5/31/16</p>	<p>Construction of “the rubric” and corresponding tasks and activities will be led by and overseen by coaches and administrators and implemented by teachers.</p>
<ul style="list-style-type: none"> • The school will focus on Socratic seminars: teachers will learn the components of these type of seminars, how to teach them, and how to assess their efficacy in PD workshops. • Teachers will provide peer feedback to department team members and twice during the school year participate in • Teachers will participate in Learning Walks twice annually to observe student participation and engagement with the selected activities and provide feedback to teachers of other departments in order to create a common understanding and vision of how Socratic Seminars are to be designed and implemented across Discovery High School. 	<p>Teachers and all students.</p>	<p>10/1/15 – 6/1/16</p>	<p>Socratic Seminar components and proper implementation of Socratic Seminars in the classroom will be led and overseen by and coaches and administrators and implemented by teachers.</p>
<ul style="list-style-type: none"> • Teachers will create a baseline to determine students’ reasoning ability to then gauge future performance and progress in relation to benchmarks and end-goals. 	<p>Teachers and all students</p>	<p>10/1/15– 6/1/16</p>	<p>Creation of assessments and analysis will be led by and overseen by coaches and administrators.</p>

<ul style="list-style-type: none"> Teachers will engage in a longitudinal analysis of student work products to assess students' progress with engendering deeper and more sophisticated levels of understandings (as a result of the cognitively complex processes they are engaging in). 			
<ul style="list-style-type: none"> Coaches will observe teachers executing the design of these tasks in their classrooms and provide them with immediately-implementable feedback to improve their future construction of these tasks and activities. 	Teachers	10/1/15-6/1/16	Coaches and administrators will conduct regular informal assessments and provide feedback that will drive student achievement.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The above goal will utilize research based materials, coaches and administrators to provide professional development to teachers three times each week during prep periods.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>By 12/15/15 teachers will use the following tools and products to monitor progress:</p> <ul style="list-style-type: none"> Teacher Progress Analysis Reports Student Work Products (essays, culminating question answers) on Folder of Progression Handouts (with a long-term collection of the tasks and activities in the teacher binders) Informal observations (long-term feedback) Periodic Assessment Analyses
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Analysis of the 2014-2015 Quality Review and as well as summative and formative data gathered through Periodic Assessments conducted every six weeks and frequent cycles of regular classroom visits suggest the need for teachers to incrementally improve their ability to plan and execute formative assessment techniques. Occasional misalignments between instructional objectives and assessments led to inaccurate data and analysis of student performance and progress. Additionally, student responses to informal questions about the quality of their work products and whether or not they were meeting expectations indicated students were unable to identify and explain with specificity how they were expected to complete tasks/activities and other assignments and/or where they were in the process of meeting academic standards and what steps they might take to improve the quality of their work products.

In conjunction with the framework element of Supportive Environment, students need to receive meaningful, actionable feedback that will address areas in need of improvement. This means that students will receive feedback that will offer clear steps they can take to bring them closer to learning objectives and expectations. Teachers will engage in professional development that will target elements of effective feedback and how to use feedback effectively.

One priority subgroup for Discovery include our population of ELLs. According to the School Quality Guide, Discovery ELLs were at an average 2.19 grade level proficiency in their 8th grade year. According to the QR Discovery's focus on ELLs should address how we asses and support ELLs to meet their diverse learning needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of teachers will incrementally improve their ability to plan and execute formative assessment techniques (that accurately determine where students are in relation to where they need to be), and, then, plan applicable next steps for instruction during and between each day’s delivery of instruction and design of deliveries (Informal observations/questioning techniques/examining student work products: e.g., exit tickets).

This goal addressed the Framework for Great Schools - Supportive Environment as follows:

- Teachers create assessments that are tightly aligned to learning objectives
- Teachers receive data that informs them where students are relative to where they need to be
- Students receive clear, meaningful feedback which provides academic support for students to metacognitively engage with their own learning and independently make improvements to their work.

- Teachers support student learning with customized lessons specifically designed to address students individual learning needs as revealed by assessment data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • In order to meet the Framework goal of Supportive Environment, coaches and administrators will utilize research-based ideas and concepts originated by <u>G. Wiggins</u>, J. McTighe, etc. regarding proper lesson objective/assessment alignments and implementation of assessments to form a unified and cohesive understanding of proper assessment design and implementation across subject areas. • Assessment examples include informal observations, questioning, examining student work products such as exit tickets • Coaches and administrators will coach, mentor and model for teachers appropriate assessment selection, design and implementation of assessments during professional development held three times each week by department. • Assessments will be aligned to rubrics where applicable. Rubrics will outline expectations for rigorous academic expectations • Teachers will work collaboratively to provide peer feedback on assessment design to other members of their department teams • Teachers will collaborate in implementing a cycle of “looking at student work” to determine where students are 	<p>Teachers</p>	<p>9/15/15 – 6/1/16</p>	<p>Professional development will be designed, led by and overseen by coaches and administrators and implemented by teachers.</p>

relative to where they need to be and to determine next instructional steps			
<ul style="list-style-type: none"> In order to meet the Framework of Supportive Environment, teachers will employ a variety of differentiation strategies and scaffolding techniques to meet the individual learning needs of our Excelsior (Special Education) students, ELLs and other high needs students to support their ability to meet the content and skill criteria being assessed. Differentiation strategies may include heterogeneous and homogeneous groupings, leveled or modified text, scaffolded oral and written questions, graphic organizers, etc. 	Teachers and Students	9/15/15 – 6/1/16	Teachers will design and include in lesson plans differentiation strategies to meet student needs. Coaches and administrators will oversee.
<ul style="list-style-type: none"> In meeting the Framework of Supportive Environment, teachers will support students by informing them of specific expectations for learning and steps they can take to meet the criteria of rubrics and/or assessments with the goal that students will become active participants in their academic progress Teachers will provide meaningful feedback on assessments that specifically inform students what steps they can take to improve academic progress. Feedback will be limited to no more than 2-3 high leverage ideas. Students will be provided time and opportunity for peer assessments using rubrics and feedback from previous work. The teacher will provide a protocol for proper student-peer feedback (will be free of negative criticisms and judgements). Students will be able to explain the nature of the activity being assessed and what steps they need to take to meet proficiency standards or better 	Teachers and Students	10/1/15 – 6/1/16	Teachers will include in lesson plans opportunities to share assessment criteria and feedback protocols with students
<ul style="list-style-type: none"> To further support students using the Framework of Supportive Environment, teachers, will use Jupiter Grades, the Discovery High School interactive web-site, letters and telephone calls to inform students and parents of the rigorous academic expectations, how students are being assessed and how parents can support their children to improve academic performance 	Teachers, Students and Parents	9/15/15 – 6/1/16	Teachers will maintain timely updates of grades and communications with students and parents; overseen by coaches and administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The above goal will utilize research based materials, coaches and administrators to provide professional development to teachers three times each week during prep periods.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By 10/15/15 the following tools and products will monitor progress:

- Based upon elements for proper assessments as established in PD, teachers will utilize a unified set of criteria to construct assessments that are properly aligned to the learning objectives for the corresponding lesson plan
- Teachers will employ a variety of differentiation strategies to support students in meeting assessment criteria
- Students will explain the nature of the activity being assessed and what steps they need to take to meet proficiency standards or better
- Information on assignments and assessments will be posted on JupiterGrades and the Discovery interactive website

By 12/15/15 the following tools and products will monitor progress:

- 80% of parents will have gained access to JupiterGrades and/or the Discovery website for information about student academic progress as per assessment data. This means that by February, at least 40% of parents will have logged on to Jupiter Grades and/or the Discovery website for information about student academic progress as per assessment data.

The mid-point benchmark would be an accurate indicator of progress toward an increased use of Jupiter Grades as it represents an increase from the current parent Jupiter Grades usage of approximately 15%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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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 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)	Double period classes (two different but interconnected classes)	RTI, SSR, Note taking, questioning scaffolds, choral reading	Tutoring, small group, one to one.	During lunch, after school, and or Saturdays.
Mathematics	Double period classes (two different but interconnected classes)	RTI, SSR, Note taking, questioning scaffolds, choral reading	Tutoring, small group, one to one.	During lunch, after school, and or Saturdays.
Science	Review and Regents Prep	RTI, SSR, Note taking, questioning scaffolds, choral reading	Tutoring, small group, one to one	During lunch, after school, and or Saturdays
Social Studies	Double period classes (two different but interconnected classes)	RTI, SSR, Note taking, questioning scaffolds, choral reading.	Tutoring, small group, one to one	During lunch, after school, and or Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Services by guidance counselor, school psychologist, or social worker.	goal setting and crisis management	Individual and or small group.	Elective periods or during lunch.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>1) Discovery High School will use the best available resources for identifying highly qualified teachers: New Teacher Finder, NY Times, references and recommendations, Open Hire, etc.</p> <p>2) Construction of Interview Questions to elicit the characteristics of a highly qualified teacher to include in depth knowledge of their content area and an understanding of how to disaggregate content and skills into small learning steps.</p> <p>3) Employ a 3 step Interview Process:</p> <p>1) Preliminary Phone Interview</p> <p>2) Interview with AP of Instruction to select potential candidates and</p> <p>3) Interview with the Principal.</p> <p>4) Demo-Lesson, with analysis of lesson plan construction and delivery of instruction.</p> <p>Analysis of Teacher Portfolio to determine teacher's strengths and areas for improvement</p> <p>At Discovery, new teachers attend the 2 week Summer Institute where they learn and practice fundamental elements of instruction to include unit and daily planning, executing well developed lessons and using assessment data to drive instructional next steps.</p> <p>Throughout the year new teachers attend professional development 3 times each week, receive 2 informal observations each week and meet with their coach for an instructional intensive 2 times each week.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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The Principal of Discovery High School took the lead in disaggregating the CCSS for English and developed a long term series of professional development sessions modified for and attended by non-math subject teachers and paraprofessionals. Professional development takes place three times each week and has employed multiple and diverse strategies as follows:

- 1) Teachers and paraprofessionals familiarize themselves with the CCSS
- 2) Teachers and paraprofessionals identify the skills inherent in the CCSS
- 3) Teachers and paraprofessionals work collaboratively to develop step-by step procedures and processes to teach students how to master the CCSS skills
- 4) Teachers and paraprofessionals apply the step by step procedures to selected text and further refine the processes
- 5) Student work is examined to determine if the procedures/processes are effective (are students able to meet the CCSS using designed procedures) and if not determine how procedures and processes may be modified.
- 6) Teachers employ strategies for Student Centered Learning
- 7) This is a recursive process.

For Math:

The Assistant Principal of Instruction employs a similar process as above with the math department.

- 1) Math teachers and paraprofessionals collaborate in disaggregating the CCSS for Integrated Algebra and Geometry:
- 2) Skills inherent in the CCSS are identified
- 3) Math units of study are planned and sequenced according to the CCSS
- 4) The math team identifies teaching strategies based upon the standards addressed to include strategies for Student Centered Learning
- 5) Lesson plans are constructed collaboratively or individually and shared
- 6) Student work is assessed for mastery against the CCSS
- 7) Teachers and paraprofessionals refine strategies and methods to improve the efficacy of instructional delivery

In addition to Professional Development, all new teachers with less than three or less years of experience meet with an instructional leader twice each week. Meetings focus on lesson planning and evidence of CCSS skills mastery as evidenced in student work. Teachers receive individualized feedback based upon how they are implementing the concepts and strategies from Professional Development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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.).

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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.

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

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

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

learning objectives. All Periodic Assessment analyses are reviewed by instructional leaders and discussed with teachers during Instructional intensives. Feedback for improvement is provided.

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, 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 ’16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	389,112.00		Section 5 & 7
Title II, Part A	Federal	0		
Title III, Part A	Federal	12,708.00		Section 5 & 7
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,935,011.00		Section 5 & 7

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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

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. **Discovery High School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Discovery High School** will support parents and families of Title I students by:

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

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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 to 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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Discovery High School offers a Saturday Academy for (50) ELL students. The grade level distribution is as follows: 9th grade (13), 10th grade (14), 11th grade (14), 12th grade(9). There will be two groups of 25 students in each group. ESL and Social Studies are the subjects offered. The ESL class will be taught by the certified ESL Teacher and the Social Studies class will be taught by the certified Bilingual Social Studies Teacher. ELL students receive an invitation to attend. Classes meet all Saturdays (21-23 sessions). The Academy builds on Day School instruction. The Program will run from January 10th 2015 - until June 13th 2015. Each of the two teachers will hold two sessions (8:30am-11:30am) (12pm-3pm). One student group will go to ESL in the am and Social Studies in the pm. The other group will have a reverse schedule, Social Studies in the am and ESL in the pm. During the day school, all ESL instruction is provided in English by the ESL teacher. Focus areas include but are not limited to differentiation and scaffolding. Weekly Professional Development sessions provide the opportunity for the ESL teacher to work alongside content area teachers, on how to incorporate ESL targeted intervention strategies, into all disciplines. With the training received in Professional Development the Bilingual teacher is also able to implement lessons that will target academic deficiencies for ELL's. The Saturday Academy will follow Discovery High School's model of project based instruction to provide ELL's with the skills needed for language development, success on the NYSESLAT and Regents Examinations and on meeting AMAOs. Leveled text and classroom libraries are among the resources that will be used.

Part C: Professional Development

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

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

Begin description here: Discovery High School has created a Professional Development Model where staff (Principal, Assistant Principal, Teachers) meets 3 times a week to develop instructional topics (core curriculum, unit plans, differentiation of instruction, formative assessments, classroom practices, lesson planning, etc.). Application of these topics are then further developed within each subgroup (by grade level, special education, ELLs). The Professional Development Model also uses an action research model to determine what current issues the students are having, ways to address these issues, and methods of monitoring and revising instructional practices to ensure that students are successfully mastering content and acquiring skills. Title III After school Professional Development sessions (17) will be held once a week beginning the week of January 5th 2015. The PD is facilitated by the Principal. The ESL Teacher and Bilingual teacher will be paid using Title III funds. Day School runs from 8:51am-3:36pm. After school professional development runs from 3:45pm-5:45pm.
1/8/15: Overview of the CCSS as it Pertains to ELLs

Part C: Professional Development

[1/15/15: More CCSS: High Frequency Vocabulary for the CC](#)
[1/22/15: Strategies for teaching CC Vocabulary for ELLs: Using Visual Supports](#)
[1/29/15: Strategies for teaching CC Vocabulary for ELLs: Connecting to Prior Knowledge](#)
[2/5/15: Strategies for teaching CC Vocabulary for ELLs: Interactive Word Walls](#)
[2/12/15: Strategies for teaching CC Vocabulary for ELLs: Paraphrasing](#)
[2/26/15: Assessing Vocabulary Acquisition for ELLs; Formative Assessments](#)
[3/5/15: Assessing Vocabulary Acquisition for ELLs, Summative Assessments](#)
[3/12/15: ELLs: Looking at Student Work around Vocabulary Acquisition](#)
[3/19/15: Integrating Language and Content for ELLs](#)
[3/26/15: Integrating Language and Content for ELLs; Scaffolding Using Graphic Organizers \(Freyer Model\)](#)
[4/16/15: Integrating Language and Content for ELLs; Scaffolding Using Graphic Organizers \(Word Chart: Context & Connection\)](#)
[4/23/15: Integrating Language and Content for ELLs; Scaffolding Using Graphic Organizers \(Cornell Notes\)](#)
[4/30/15: Integrating Language and Content for ELLs; Scaffolding Using Modified Texts](#)
[5/7/15: Looking at Student Work: What Do we See and Next Steps](#)
[5/14/15: Integrating Language and Content for ELLs; Constructing Clear Written Questions?](#)
[5/21/15: Integrating Language and Content for ELLs; Using Textual Evidence Part 1](#)

Part D: Parental Engagement Activities

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

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

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

1) ELL Parent Participation in Parent Association (once a month), School Leadership Team (once a month), Attendance Committee(once a month).

2) Parent Workshops (with translation) on computer literacy, navigating JupiterGrades (online gradebook), promotional and graduation requirements for students, the college process, curriculum informational sessions, meetings with teachers (as needed). Workshops are held weekday evenings from 5:30pm-7:30pm.

January 14, 2015- "Using Jupiter Grades as a tool to assist your child". AP of Operations and teachers.

February 11, 2015- "Spring Semester Curriculum Night". "AP of Instruction and teachers.

March 18, 2015- " Preparing for the college application process."- Guidance Counselor and College Advisor.

April 15, 2015- "Financial Literacy- Bank TBD"

May 20, 2015- " Testing Time is Here"-Testing Coordinator and teachers.

June 10, 2015- "What to Expect Next Year"-AP of Instuction and Teachers.

3) Collaboration with school based clinic (Montefiore) to provide health realted information and resources to parents.

Activities are planned and executed with assistance from , the Parent Coordinator Karina Sanchez, the Parent Association and school personnel. Parents are notified via phone messenges using

Part D: Parental Engagement Activities

SchoolMessenger, flyers in mailings, backpacked home with students, email, and live phone calls by school personnel. Communications are translated and interpretation is available.

Part E: Budget

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

Allocation Amount: \$14680

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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 549
School Name Discovery High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Rolando Rivera	Assistant Principal T.Antigua
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Maria Freed	School Counselor Christine ORourke
Teacher/Subject Area Nicholas Federn/Social Studies	Parent Ydalia Vandepool
Teacher/Subject Area type here	Parent Coordinator Karina Sanchez
Related-Service Provider Diana Chase	Borough Field Support Center Staff Member type here
Superintendent Elaine Lindsey	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	519	Total number of ELLs	102	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	33
SIFE	25	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	35

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	40	15	2	27	9	11	35	1	20	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										30	25	29	16	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian											1			0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										9	1	2	1	0
Emerging (Low Intermediate)										5	3	0	4	0
Transitioning (High Intermediate)										2	2	3	1	0
Expanding (Advanced)										8	8	3	5	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										8	8	3	5	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										17	6	5	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6	0	4	0
Integrated Algebra/CC Algebra	23	6	21	4
Geometry/CC Algebra	10	0	7	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	4	1	1
Living Environment	14	3	13	2
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography	9	5	9	2
US History and Government	5	11	4	9
LOTE	0	5	0	5
Government	0	0	0	0
Other _____		9		
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

In September, ELL students take teacher made assessments that provide baseline data for reading, writing, speaking and listening skills. Daily formative and regular summative assessments are used to track student progress relative to learning objectives. Periodic Assessments are given every 6 weeks. Teachers analyze data to gain a deep understanding of student content and skill levels and create instructional next steps based on what the data tells them.

Data provides insights on reading levels, reading comprehension, writing skills, grammar, syntax, sentence and paragraph construction as well as listening and speaking skills. Instructional next steps are based on data analysis of where students are relative to where they need to be. Instructional next steps will address all student ability levels and will inform text selection, appropriate scaffolds, student groupings and selected strategies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The patterns show that the areas of focus should be reading and writing where our students are scoring the lowest scale scores. The NYSITELL and NYSESLAT data reveals that across all grade levels, vocabulary, reading comprehension and writing are the areas with the greatest need for improvement. All three areas of need addressed above are lowest in 9th and 10th grade and improve as in the junior and senior years. Relative improvements occur as students move through a recursive program of vocabulary development, reading comprehension to include micro and macro understandings of text and the ability to accurately site evidence from the text to support answers to cognitively challenging questions within each students zone of proximal development. NYSITELL and NYSESLAT test assessments reveals grammar and correspondingly, proper construction of sentences and paragraphs as additional areas in need of improvement.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data from the tool is reviewed and information gathered is used to design effective instructional strategies. The tool allows for data to be categorized by subgroups and indicates high risk students. Students that are at risk of not scoring a Commanding in NYSESLAT exam.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. Patterns across performance levels and grades indicate that English language and literacy acquisition directly correlates to proficiency levels of the native language. Assessments indicate that newcomers perform better on tests in their home language but performance on English tests improves as language acquisition and literacy skills improve.
 - b. Periodic Assessment results for ELLs are analyzed to gain a deep understanding of the degree to which ELLs have mastered content and skills relative to the desired learning objectives for every subject area. School leaders create professional development sessions that provide opportunities for teachers to share data across vertical lines in an effort to identify instructional steps that should be taken each year.
 - c. Periodic Assessments reveal that ELLs need additional supports and instruction around vocabulary and reading comprehension. Students are presented with cognates in their home language when they support vocabulary development in English. Teachers modify texts to include vocabulary in the home language when it supports comprehension of text in English and home language dictionaries are provided when appropriate. Additionally, assessments reveal grammar and sentence/paragraph construction as an area in need of improvement.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

Based upon levels of English proficiency students are provided instruction in English with varying degrees of support in their home language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Teacher made formative and summative assessments are analyzed for short term progress. Student performance on Periodic Assessments given every 6 weeks provide indicators as to how effective ELL planning and instruction is. Regular classroom assessment in conjunction with NYSESLAT and regents exam scores reveal that our program for ELLs needs to continue our focus on the instructional delivery of lessons that address high leverage areas in need of improvement such as reading comprehension to include vocabulary development and writing to include grammar and sentence/paragraph construction.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon initial arrival to Discovery High School, the parent(s)/guardian(s) meet with the ENL teacher Maria Freed or another licensed pedagogue that is available at the meeting time. During the intake process parents must complete a Home Language Identification Survey (HLIS) and an informal oral interview in English and in the native language (where translation services are available). If it is determined that a language other than English is spoken at home, the student is administered the NYSITELL /Spanish Lab exams. Students found to be limited English Proficient are eligible for a Transitional Bilingual Program, Dual language or Freestanding English as a New Language program and are considered entitled to ELL Services. An entitlement letter is sent home to the parent and the student is programmed accordingly within 10 days. For students found to be English proficient they are not entitled to ENL Services and parents receive a non-entitlement letter .

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE status determination results are made within 30 days of enrollment and after review of HLIS's questions regarding previous schooling. If a student has had an interruption in their formal education we administer an oral interview questionnaire. The LENS is administered to students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
During the initial intake the parents are asked if their child has an IEP or receives any type of support services. With that information and a HLIS (with a language other than English result), Discovery High School's Language Proficiency Team (LPT) meets to review evidence of student English language development. The LPT can make one of 2 recommendations 1) Student takes the NYSITELL and identification process proceeds as with a student with no IEP. 2) Student does not take the NYSITELL and the Principal determines whether or not the student takes the NYSITELL. If principal agrees with LPT decision the student's situation is escalated to the Superintendent. If the Superintendent does not recommend the student take the NYSITELL the process ends and the student does not become an ELL. DHS LPT members are : Rolando Rivera(Principal), Teresita Antigua (Assistant Principal), Maria Freed (ENL Teacher), Christine ORourke(Guidance Counselor), Diana Chase (Guidance Counselor/Related Services), Karina Sanchez (Parent Coordinator), Ydalia Vandepool (Parent).
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The entitlement letter addresses ENL placement or non-placement based on NYSITELL/Spanish LAB-R results. The letter is mailed home within 5 days after the NYSITELL is scanned and scored. A copy of the letter is filed in APs office. The Parent Corrdinator also calls the parent and notifies them of the results.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
After viewing the Parent Orientation Video, they receive an explanation in their native language about their right to appeal within 45 days of enrollment, their childs ELL status and/or placement.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in a multi-media orientation evening (with translators present/viewing of Parent Orientation Video) in which parents are informed on the various programs (transitional bilingual education, dual language, freestanding ENL) for their children. The meeting is facilitated by the ENL teacher, Ms. Freed.
Parents of eligible children have the right to choose the program (Parent Choice) their child will participate in. Parents of students that are bilingual can OPT to receive ESL instruction and the student will remain at Discovery High School.
A non-entitlement/entitlement letter is mailed to parents and a copy given to the student , to inform them about the child's identification and the child is placed in the appropriate program within ten days.
The parents then receive the Parent Survey Form and Program Selection Form to complete and return to the school.
Additionally, parents are offered individual appointments at their convenience to discuss their options, and visit the ENL classes. As Discovery provides only a freestanding E NL model, the majority of parents choose this option. A small percentage of parents have opted to transfer their child to a school with bilingual program choices. Past years trends show that parents are generally encouraged by their children's progress in acquiring mastery in English and are satisfied by our ENL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
After entitlement letters are mailed home to parents, the Parent Coordinator contacts parents to make sure they receive them. The Parent Coordinator also contacts the parents of those students with unreturned Parent Survey and Program Selection Forms to make sure they are returned as soon as possible.
Notes are placed on the report cards of those students with missing forms , during Parent Teacher Conferences and we are able to have many completed that evening.
The results noted on the Forms are entered on ELPC.
Forms are securely stored in the office of the AP.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
All Parent Survey and Program Selection forms are tracked from when given to parents until their returned (notes are recorded on an Excel sheet). Parents with unreturned forms are contacted daily to remind them to send them in. Notes are placed on the report cards of the students with missing forms (during Parent Teacher Conferences), and in extreme situations we send a Family Worker to the home.

9. Describe how your school ensures that placement parent notification letters are distributed.
If a placement letter is not provided the first day of enrollment to the parent, then a member of the LPT will set up a parent conference and explain the meaning of the placement letter and mail a copy of the letter home. If a conference cannot be mutually arranged, then the Placement letter contents will be explained via a telephone call and a copy mailed home to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All required ELL documentation as outlined in the Implementation of the new CR Part 154 guidelines are kept in the student's cumulative file (room 244/AP office). The Assistant Principal keeps the records. Access of documentation for authorized staff members.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Prior to the administration of the exam the ENL teacher explains to the students the importance of being in school on the scheduled testing days. She describes the testing sequence with regards to the 4 sections of the test. The Parent Coordinator also conveys this information to the Parents at her Parent meetings . Also, the Attendance Coordinator sets up the school phone messaging system, to call the homes of the eligible students and remind them of the test date.
- For students that are absent we schedule Make-up dates. We notify the homes and notify the parents of their child's absence and inform them of the make up option. Absent students are redlighted on the CAASS system. This causes an alarm to go off when the student swipes their ID card when entering the building.
- Discovery personnel is notified to pick up the student. The student is escorted to the testing area.
The following ATS Reports assist in identifying the students to test: RLER, RLAT
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement Letters are provided for the parent. The entitlement letter addresses ENL placement or non-placement based on NYSITELL/Spanish LAB results. A copy of the letter is filed in APs office. The Parent Corrdinator also calls the parent and notifies them of the results. The form is duplicated and kept on file. Parent notification letters are given to each ELL student and mailed to their parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Over 99% of our students and their parents select a Free-standing ENL program. Our school only offers free-standing ENL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact our Borough ELL Liasion to find an alternative placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
ELLs are grouped according to ability levels based on NYSESLAT results in homogenous classes. Within each class students are put into sub groups for targeted small group instruction.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Commanding and Expanding students are programmed to receive 240 minutes of ENL instruction plus 240 minutes of mainstream English, Emerging and transitioning students receive 240 minutes of ENL each week.
3. Describe how core content is delivered in each program model. 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.
ELLs receive intense instruction in ENL classes around vocabulary, reading, writing and listening. Teachers of all content areas deliver content using common strategies and methodologies for teaching vocabulary, reading and writing that have been developed and practiced in professional development. All instruction is in English with home language supports as needed. This means that students receive modified text and assignments, students work individually or are paired or grouped heterogeneously or homogeneously within the class depending upon the assignment. :
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Current consideration is being given to the selection of a diagnostic test to assess student proficiency in their home language. Assessment data will be used to develop instruction designed to target areas of need in both language acquisition and literacy development as it relates to their English acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In addition to regular formative and summative assessments, ELLs take Periodic Assessments every 6 weeks. The ENL teacher conducts a deep analysis of the data from each assessments to determine where students are in each of the four modalities of English relative to where they need to be.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusStudents are programmed homogenously according NYSESLAT test results. For all subgroups, teachers use flexible ability groupings, modified assignments, modified texts, appropriate speech, sufficient wait time multiple entry points, modeling and various scaffolding techniques to meet the individual needs of subgroup populations. Pacing is adjusted according to ability levels. Former ELLs and Long Term ELLs may be placed in mainstream English classes with modifications.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Assessments in English and/or the home language will be administered in each content area based upon the individual needs of the student to determine the student's academic progress. The principal will consult with qualified staff members, parents and the student to make further determinations about said student's academic progress.
8. 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 identify long-term learning objectives that are broken into appropriate learning segments which are within the ZPD for ELLs who have disabilities. Learning objectives are written in clear language, pacing is adjusted accordingly, the number of items a learner completes is modified, teachers select and modify text according to reading abilities with vocabulary supports to improve English acquisition. Repetition is frequent, methodologies are consistent and regular, assessment is used to

Chart determine where students are relative to the learning objectives. Assessment data drives instructional next step and meaningful feedback is provided.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All teachers are provided access to student IEPs through SESIS. Teachers are encouraged to apprise themselves of the specific learning needs of each student with disabilities and modify instruction accordingly. Further support is offered by the special education coordinator and guidance counselors.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

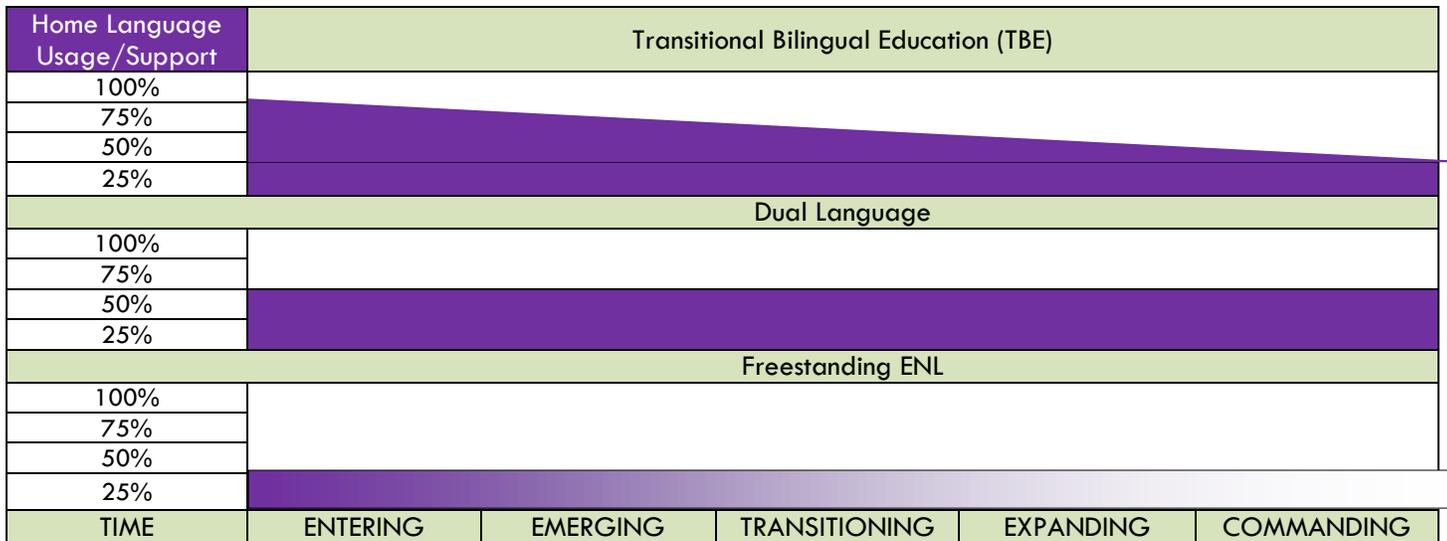


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Students receive modified text and assignments, students work individually or are paired or grouped heterogeneously or homogeneously within the class depending upon the assignment. Newcomer and developing ELLs can be paired or grouped with expanding or commanding home language speakers. Periodic Assessments may be offered in home language if needed. Intervention services are offered in Spanish.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Current program effectiveness for ELLs is approaching goals set to meet the needs of ELLs in both content and language development. Our goal is to improve targeted small group instruction .
12. What new programs or improvements will be considered for the upcoming school year?
New programs in place for ELLs include small group instruction available during Saturday School.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are encouraged to participate in all school and after school programs. Adults and/or students who can translate language provide access to students as needed.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELL students are provided teacher selected text that is modified based upon student need, text books in all subject areas are available in English and Spanish, dictionaries in home languages are provided to all classes, selected students have access to Rosetta Stone.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is available to ELL students in their home language through the AP Spanish classes. Students are provided instruction to develop vocabulary and literacy in the form of reading comprehension, grammar and essay construction.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students are programmed according to ability level based on NYSESLAT. The English/ELL coach guides and monitors the ELL teacher in providing grade and age level appropriate resources and supports to students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
 - 1) Discovery High School hosts a new student orientation every August to welcome new students.
 - 2) The Parent Coordinator (bilingual) calls the homes of all new students in July to introduce herself and ask if they have any questions or concerns.
 - 3) If students enroll after the start of the school year parents are invited to a meeting where they can meet their child's teachers and school staff.
19. What language electives are offered to ELLs?
Spanish and Advanced Placement Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ELL teacher participates in whole school professional development whose current focus is on the development of rigor in the classroom and effective assessments. Additionally the teacher of ELLs is informally observed twice each week and meets for two instructional intensives each week with the English coach so that ENL instruction is aligned to the English curriculum but modified for ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Instructional Intensives with the English coach twice each week address curriculum development, unit plans and daily lesson plans that align are modified to meet the needs of all ELL subgroups and are aligned to Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The ELL teacher participates in professional development sessions three times each week and meets with the English coach twice each week. English language development in alignment with core content area is addressed in three professional development sessions each week and professional development that addresses the specific needs of ELLs is addressed with the English coach twice each week.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited to participate in School Leadership Team, Open School events, Parental Workshops/Trainings, Teacher Meetings, and Parent Teacher Association Meetings. Monthly meetings and additional workshops are held throughout the school. Their child's progress and language development are discussed. Translation services are made available by employing in-house resources.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

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

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

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We collaborate with the Montefiore Clinic to provide health related information and resources to parents.
5. How do you evaluate the needs of the parents?
The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the opportunity to air grievances and describe their needs and the needs of their children. The discussion is documented and presented to staff for possible ideas for meeting parental needs.
6. How do your parental involvement activities address the needs of the parents?
Parent needs are evaluated through surveys, parent-teacher conference feedback and observations and discussions at the multiple meetings and parent events. We encourage and ask them to share their thoughts, concerns and celebrations regarding their child's academics with us.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10X549 **School Name: Discovery High School**
Superintendent: Elaine Lindsey

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The language of the parent is determined by various sources: language noted on ATS(RAPL,UPPG) at the initial meeting at the school or via a phone conference, responses on the emergency card and through the responses of the HLIS and Parent Survey.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian
Arabic
Bengali
English
French
German
Haitian Creole
Kanuri
Khmer
Russian
Slovak
Spanish

Ukrainian
Vietnamese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent notification letters, Parent Jupiter Grades tutorial and password information, Montefiore Clinic application, Report cards, progress reports, school calendar, meeting notices and agendas, discipline code.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

- 1) Family Night
- 2) Parent Teacher Notices
- 3) Parent Association Meetings
- 4) SLT Meetings
- 5) Family Engagement Time
- 6) Field Trips
- 7) Workshops/Trainings (College and Career Readiness, Technology Use,)
- 8) School Messenger calls to the parents of absent students
- 9) Guidance Counselor parent contacts.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We use a variety of different sources to ensure documents are translated. We request the services of the Translation & Interpretation Unit, outside vendor, and in-house staff. We plan ahead to allow for translation time requirements.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In order to meet the interpretation needs of our families we utilize on-site interpreters (in house staff). For languages that we don't have an interpreter for we utilize the over the phone interpreters from the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Assistant Principal of Organization/Operations trains all office personnel on the translation options available and how to use and request services. Staff receive "I Speak.." cards with phone number information for translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Bill of Parent Rights and Responsibilities which identifies parent's rights with regards to translation and interpretation services is included in the student welcome back package and distributed at parent meetings throughout the school year.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Currently we gather feedback from the Learning Environment Survey, emails from parents, Jupiter Grades communications, parent conference results, and meeting minutes.

