



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 201Q- THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q201

PRINCIPAL: REBECCA LOZADA EMAIL: RLOZADA@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rebecca Lozada	*Principal or Designee	
Amy Starr Weldon	*UFT Chapter Leader or Designee	
Tiffany Dixon	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Ida Rowe	Member/Assistant Principal	
Joyce Heskial	Member/Assistant Principal, I.A.	
Terri Bard	Member Teacher	
Nicole Marini	Member/ Teacher	
Zorina Bostick	Member/ Parent	
Ernest Gaither	Member/ Parent	
Jessica Garcia	Member/Parent	
Salamata Bathily	Member/Parent	
Marlin Pikelny	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2012, 75% of all students in grades Pre-K -5 will complete tasks that require them to write opinion and argumentative pieces based on the reading and analysis of informational text as well as fictional narratives. Student performance will be measured by a standards based rubric. Students will have achieved a level 3 on at least 4 pieces.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - **Based on evidence from our Inquiry Teams, the need to develop oral conversation as a precursor to comprehension and effective writing became apparent in all grades and in all academic content areas. Data shows that student writing about reading lacks clarity and the results of a strategy implemented by one of our collaborative inquiry teams highlighted the effectiveness of engaging students in oral conversations prior to writing.**
 - **Measures have already been taken to address this need via the implementation of rigorous book discussions and shared inquiry. While progress has been made the administrative team realizes that more work needs to be done.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups---
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Using the first community book Only One You, grade appropriate opinion-based writing tasks were written according to NCCLS. Each student in our school was administered the task created for his grade. The same task would be administered as a mid line and finally as an end line assessment. The results of the baseline writing were analyzed and the following implications for instruction were discovered.**
- **In order to produce opinion writing based on reading/listening, the underlying challenges identified were the skills of oral language development (listening and speaking) and comprehension.**
- **To address the skill of oral language (listening and speaking) across the school, one strategy will be to study the monthly community books during read aloud using the DOK levels to ensure that all levels of questioning are addressed and critical thinking and comprehension needed for opinion-based essay writing enhanced. Students will also engage in conversation in pairs as well as in small group and whole class discussions to further improve oral language. Another strategy to develop the oral language of the general school population will be to engage in grade appropriate retellings. These purposeful adaptations of texts, conducted after the complexity of texts have been explored by teacher and students, will serve to develop not only oral language, but also comprehension that leads to comprehensive student opinion-based writing. As an extension of this retelling initiative, the King and Queen of Reading 2012, will be selected based on retellings of books. PS 201 has been fortunate to have a community advocate sponsor this event for the past four years. The final skill that addresses the general population in the strengthening of student opinion-based writing will be writing about reading. Teachers will construct tasks, before, during and after read aloud. These tasks will help students transfer their thinking expressed in their language to writing. With oral language and comprehension in place, writing about reading will then serve as a direct scaffold to developing opinion writing based on reading/listening.**
- **To further address the growth of oral language and comprehension in students with IEPs as well as ELL learners, a fluency and comprehension approach (initiated 3 years ago) continues to support oral language and the tackling of complex texts.**
- **To develop opinion-based writing of students who are exceeding the standards, a Debate Club, an outgrowth of the Literacy Club, led by the literacy coach, will research and study various sources of information (books, articles, film) on one topic and formulate premises to conduct debate. This sport will provide enrichment for such students as they develop stronger and more complex opinion -based writing.**
- **Supplies needed to help make these strategies successful include various technology (computers, smart board etc.), books, films, and other general supplies. Human resources include the principal, assistant principals, literacy coach, classroom teachers, parents, technology specialist, parent coordinator, community advocate and students.**
- **Steps taken to include teachers in decision-making regarding the use of academic assessments to evaluate such strategies include teacher-made tasks, teacher made-rubrics, teachers involved in the inquiry process, teachers as writing mentors and teachers involved in curriculum mapping. Teachers have been provided with research-based retelling rubrics to assess both fiction and nonfiction student retellings. These strategies will be implemented across the year from September to May. The baseline assessment was administered in September, the mid line will be administered in February and the end line will be administered in May.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Under the direction of the Parent Coordinator and administration, the literacy coach will conduct a series of literacy workshops to support parents in elevating their children's reading and writing abilities. Furthermore, parents will be provided with literacy strategies in our monthly *Penguin Times* newsletter, Literacy connections as well as educational websites delineated on our school website.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Our faculty members will be provided with ongoing Professional Development in the area of literacy by Teachers College consultants as well as by our in house literacy coach. P.S. 201 was awarded a grant from Queens College to support the science writing connection and this grant included staff professional development by Professors from Queens College.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Queens College Reading Tutorial will take place every Tuesday and Wednesday beginning in January 2012 and ending May 2012 to support students who are struggling in reading and writing. All sessions will be taught by New York State licensed reading teachers. Pomonok Housing's after school personnel have been given access to academic materials to help support homework for students served by this program.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **TL Fair Student Funding – Instructional Coach**
 - **Title I SWP –Professional Development**
 - **Contract for Excellence- Instructional Coach**
 - **TL FSF- Curriculum Planning Per Diem & Per Session**
 - **TL NYSTL- Purchase Mentor writing texts**
 - **TL Children First Network- Professional Development, Consultants and Support**
 - **TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2012, 90% of all classroom teachers will incorporate differentiated instructional strategies and practices in all subject areas as supported by the refinement of curriculum maps created and shared within our online Google Docs community. Evidence will be demonstrated through formal and informal observations which will reveal students' ability to demonstrate higher level thinking and reasoning both verbally and in written contexts.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - **Student performance on teacher-created tasks demonstrated the need for differentiated instructional practices that would cater to the individual needs of a diverse learning community. While teachers have become more conversant with the tailoring of instruction toward the needs of sub-groups through the creation of curriculum maps in literacy and math, the translation of planning into practice needs strengthening school wide.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **Data generated from math assessments as well as writing samples in the content areas highlighted the need to provide differentiated instruction in classrooms school wide. To accomplish this goal, teachers have been provided with guidance in forming small groups and in the implementation of small group instruction. Teachers will conduct small group instruction by forming strategy groups based on student needs, selecting an appropriate learning activity, and documenting the work that takes place, as well as plans for next steps, within practice.**

- **Differentiation also continues to be addressed within the context of inquiry board assignments. In math, students undertake leveled tasks that are aligned to math strands while in literacy students tackle reading and writing tasks designed to assess growth in specific skill areas.**

- **To further supplement differentiated practice within classrooms, students who have been identified as struggling are provided with additional targeted support by out-of-class personnel for two thirty-five minute periods each week.**

- **Staff members involved in implementing these strategies include the principal, assistant principals, literacy coach, math coach, data specialist and classroom teachers. In terms of additional supplies, professional reading materials, trade books, texts addressing problem-solving and comprehension strategies and online resources are required.**

- **Teacher involvement in curriculum mapping is critical to the implementation of differentiated instructional practices. Teachers have also been involved in creating rigorous assessment tasks along with task-specific rubrics.**

- **Differentiated instructional practices will be implemented throughout the school year. Teachers will factor differentiation into planning as evidenced in lesson plans and the administrative team will document differentiated practice during walkthroughs, and informal and formal observations.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Working in conjunction with our Parent Coordinator, the literacy coach will facilitate workshops to help parents' better meet their children where they are. Also, parents of students in grades -Pre-K through 5 will be encouraged to support their children's participation in the annual King and Queen of Reading contest. This event invites students to read, interpret and perform a self-selected text and students are expected to create props to support audience engagement.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **Teachers across the school will be provided with support in developing systems to support the implementation of differentiated instruction through attendance at off-site workshops, Network meetings, and in-house Lesson Study groups including membership in an Inquiry Team.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Respect For All as defined by the DOE is under the leadership of the Guidance Counselor and supported by teachers in grades Pre-K-5.**
- **Strategies include asking questions that promote higher order thinking, encouraging risk taking and establishing goals and lifelong learning expectations.**
- **Experiencing and establishing lines of tolerance for diverse thinking**
- **Integration of culturally diverse information/perspectives into all aspects of instruction.**
- **Creating classroom environments that tell a story of learning through acceptance of others**
- **Responsive Classroom using The Morning Meeting Approach will address the needs of a diverse population**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **TL Fair Student Funding – Instructional Coach**
 - **Title I SWP –Professional Development**
 - **Contract for Excellence- Instructional Coach**
 - **TL FSF- Curriculum Planning Per Diem & Per Session**
 - **TL NYSTL- Purchase Mentor texts**
 - **TL Children First Network- Professional Development, Consultants and Support**
 - **TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2012, 80% of students in Pre-K - 5 will demonstrate a thorough understanding of the inquiry process. This understanding will be evidenced in the successful execution of at least 2 standards-aligned culminating projects in the areas of both social studies and science that reflect the application of the inquiry process across a variety of topics. These projects will be assessed via teacher generated task-specific rubrics.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - **Based on the analysis of last year's culminating projects, unit tests and Science Fair projects, students' performance indicated a need to deepen the understanding of the inquiry process by application of the process across a variety of topics.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **The comprehension needs of ELLs and students with IEPs will be addressed through the exploration and effective retelling of informational text.**
- **Classroom instruction will provide opportunities for all students to work with a wide variety of resources that support their journey into inquiry. Resources will include photographs, video clips, and artifacts in addition to content-related texts. Students will also be provided with access to out-of-school expert resources, such as guest speakers and field trips that connect classroom learning to authentic real life experiences. Our science specialist and technology teacher will lend support in this area.**
- **The steps taken to include teachers in decision-making regarding the use of academic assessments to evaluate the strategies implemented include teacher-created medial tasks as well as culminating tasks and rubrics across a variety of topics. Teachers will also be involved in the refinement of IBO trans-disciplinary planners.**
- **Strategy implementation started in September and will continue through the end of the school year. Initial culminating tasks in social studies were completed by mid-October and the first science task is due for completion by early December.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Our literacy coach will host a parent workshop addressing the comprehension of social studies and science texts along with retelling. In addition, parents will be provided with tips on how to develop conversation with their children around the scientific process through our monthly Penguin Times newsletter as well as our Math + Science Connection.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **Teachers will be provided with ongoing support that will demonstrate strategies to deepen the understanding of the scientific process across a variety of topics. In preparation for the annual PS 201 Science Fair, teachers across the school will be provided with targeted professional development as well as materials.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Queens College grant supports first grade students in The Scientific Method for a period of 12 weeks.**
- **ELL students are supported in the learning of English as a Second Language under the direction of Neighborhood Music and Arts Residency on Saturday Mornings.**
- **Children who fall under McKinney Vento Federal Grant receive additional academic support through the use of computers during the after school session. Materials are given to these students to continue their academic progress.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **Title 1 SWP – Professional Development (Per Diem to release classroom teachers)**
 - **Contract for Excellence- After-school support**
 - **TL Children First Network- Support with Professional Development**
 - **TL Children First Inquiry Teams- Teacher Team Meetings before or after school**

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2012, the percentage of students achieving the May benchmark reading levels as measured by the Fountas and Pinnell reading assessment system will be increased by a minimum of 10% over the May 2011 results which indicated that 226 students (51%) met grade-appropriate benchmarks.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - **Data collected from teacher observations of student reading behaviors along with that generated through the completion of bimonthly running records indicates that significant numbers of students are performing below grade level in reading. Challenges lie in the areas of decoding and comprehension and impact student achievement in all curriculum areas.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **Students across the grades will participate in the shared reading and unpacking of content area texts on a daily basis during the second literacy period. In addition, teachers will conduct small group guided reading lessons to support students in advancing to the next reading level.**
- **Teachers working with students mandated to participate in Extended Day activities will reinforce strategies to effect reading growth.**
- **Our ELL teacher will provide additional support for our English language learners in the comprehension of complex texts within a pull-out model of instruction. Students with IEPs and other students identified as reading below grade level will receive additional instruction in the area of reading for two forty-minute periods a week. This instruction will be provided by a team that comprises the principal, assistant principals, literacy coach and data specialist.**
- **Staff used- to implement these activities include the administrative team, literacy coach, ELL teacher, data specialist and classroom teachers. Other materials utilized include trade books in the content areas, web resources, *Leveled Literacy Intervention* kits (grades k-2) and *Academic Workout* (grades 3-5).**
- **Classroom teachers use data generated through the administration of bimonthly running records to assess student reading levels and to determine the formation of small groups. Furthermore, results from the Acuity Periodic Assessments (administered to students in grades 3-5) are analyzed by grade-level teacher teams during common planning periods. Teachers use findings to inform future instructional practices.**
- **The unpacking of complex texts during the second literacy period started early in the school year and will continue throughout. Student growth is monitored through participation in class and through performance on running record assessments that are administered on a bimonthly basis.**
- **Students receiving additional pull-out instruction completed a baseline assessment at the launch of this approach in mid-November. A follow-up assessment will be administered in late February 2012.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **The literacy coach will facilitate parent workshops to help parents better understand reading levels and to support them in scaffolding their child's growth.**
- **Parents are provided with written updates of their child's progress in reading following the administration of bimonthly running records.**
- **Useful tips for strengthening student reading are accessible through the monthly edition of Penguin Times, available both online and in print. The school Web site also offers a wide range of reading materials that address the needs of all learners.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Teachers were provided with a menu of professional development workshops from which to choose those that best meet their needs. Workshops are facilitated by the literacy coach and take place before school twice a week. In cases where teachers need one-on-one support, the literacy coach provides in-class demonstration lessons and meets with individual teachers during their planning periods. The coach also addresses issues relating to reading during monthly grade-level conferences.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Queens College (CUNY) Reading Tutorial, taught by licensed reading teachers, conduct one-on-one tutoring for students in grades K-5 twice weekly for one and one half hour sessions. The sessions will be taught for 16 weeks during the 2011-2012 school year.**
- **A Community Based Organization sponsors The King and Queen of Reading event held each year in the spring where students read, analyze and retell a self-selected text. Student performance is judged by a team of PS201 teachers.**
- **Title I monies were used to provide every student from grade K-4 with Summer Bridge Activities in an effort to sustain reading performance.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **TL Fair Student Funding – Instructional Coach**
 - **Title I SWP –Professional Development**
 - **Contract for Excellence- Instructional Coach**
 - **TL NYSTL- Purchase Mentor texts**
 - **TL Children First Network- Professional Development, Consultants and Support**

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - **By June 2012 80% of all students will demonstrate competency in grade level problem solving. This will be measured by a 5% increase in student performance on Post Unit Assessments**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Students in Grades K-5 have difficulty in completing multi step problems within their Envision/ Everyday Mathematics lessons. Students struggle in decoding the language of problems, identifying the correct operation, completing a multistep problem and expressing themselves using mathematical language.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **Students across the grades will complete a 4 quadrant graphic organizer when solving problems that includes What I Know, What I Want to Find Out, My Strategy, My Solution/ Check That It Makes Sense**
- **Students in grades 3-5 will participate in “Game 24” activities and school wide competition to be held in the Spring 2012.**
- **Students in grades 1-4 will participate in computer based problem solving instructional activities for 90 minutes per week using “Mind Research Institutes ST (Spatial Temporal) Math” program.**
- **Teachers will spend additional time modeling problem solving strategies during mini lessons and teaching students how to apply multi strategies effectively**
- **Students will work in pairs on extended responses, explaining their work orally before completing in writing**
- **ELL students will complete a math vocabulary work bank for reference during lesson studies**
- **SPED students will preview lesson content before the mini lesson to ensure that diverse learning styles are being addressed during instruction**
- **The math coach will provide professional development in the area of previewing (front loading) lesson content and will provide whole grade demonstration lessons to address common areas of concern.**
- **The teachers will engage in unpacking the DOE Common Core Math Bundles and align instructional practices to the performance tasks**
- **Teachers administer a pre assessment at the beginning of each unit which in turn helps them to plan for differentiated instruction in content and problem solving strategies**
- **During common preparation periods, teachers examine student work and brainstorm alternative strategies to ensure that the needs of all students are met.**
- **Following analysis by the instructional team, teachers were introduced the DOE Common Core Math Bundles on Professional Development day in November. Since then, math pacing calendars have been revised to reflect the demands of performance tasks and teachers will continue to plan for unit implementation during common planning periods.**
- **Student work within Post Unit Assessments will be examined and problem solving strategies will be revised as needed.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **The Math Coach will facilitate a parent workshop to introduce families to students in Grades K-2 to Envision math and accessibility on line.**
- **The Math coach will facilitate a parent workshop on introducing families in Grades 1-4 to ST MATH accessibility on line.**
- **Parents are provided with tips on “How To Help” their children success in math and build problem solving strategies through the monthly Penguin Times newsletter.**
- **Parents are provided with the monthly edition of “Math Plus Science Connection”.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **Teachers were provided with a menu of professional development opportunities from which they self selected workshops. These morning workshops will be facilitated by our Math Coach.**
- **Training in the implementation of Envisions Math and ST Math were provided by consultants at the beginning of the school year and will continue as the year progresses.**
- **The Math Coach will meet with teachers of grades 3-5 to analyze results from the Acuity Periodic Assessments and to plan for future instruction.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Explicit instruction by the Math Coach and the Instructional Cabinet Team**
- **Queens College (CUNY) Tutorial, taught by licensed teachers, conduct one-on-one tutoring for students in grades K-5 twice weekly for one and one half hour sessions. .**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **TL Fair Student Funding – Instructional Coach**
 - **Title I SWP –Professional Development**
 - **Contract for Excellence- Instructional Coach**
 - **TL FSF- Curriculum Planning Per Diem & Per Session**
 - **TL NYSTL- Purchase Mentor texts**
 - **TL Children First Network- Professional Development, Consultants and Support**
 - **TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	8	0	N/A	N/A	0	0	0	0
1	12	0	N/A	N/A	2	1	0	0
2	37	6	N/A	N/A	2	0	0	0
3	24	17	N/A	N/A	4	0	0	0
4	33	30	1	0	3	0	0	0
5	48	33	0	0	3	1	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Small group instruction will be provided to mandated students during 50-minute blocks on Monday-Wednesday for 40 weeks; • Targeted AIS (pull-out model) will be provided for at-risk students; • Acuity periodic assessments will assist in identifying students who are in need of additional support in reading comprehension; • Inquiry Team data collection and instructional supports will identify the needs of targeted learners which will expand to all students; • <i>Foundations, Reading Recovery, Wordly Wise, Wilson</i> and the Second Literacy Approach are utilized for literacy development and remediation
Mathematics	<ul style="list-style-type: none"> • Targeted AIS will be provided for students in need of additional support; • Small groups will receive 50 minutes of additional instruction on Monday, Tuesday and Wednesday during Extended Day; • Students will complete computer-based activities, through software provided via a grant from the Mind Research Institute, during targeted sessions in the technology lab; • Inquiry Team work will scaffold instructional development with targeted groups that will in turn impact systemic improvement
Science	<ul style="list-style-type: none"> • Provide support in the use of science tools, asking questions, and recording the scientific process; • Teach science through the lens of inquiry; • Use non-fiction literature and graphic organizers to aid understanding
Social Studies	<ul style="list-style-type: none"> • Build on students' prior knowledge and experiences; • Use instructional methods that allow students to transform information from one symbolic communication system to another; • Scaffold instruction by offering explanations, inviting student participation, verifying and clarifying understandings and modeling desired behaviors

At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Explain acceptable responses within a social or academic setting • Explain language as a way to communicate • Develop strategies in writing which support social engagement · Design avenues for community service as a strategy to support self esteem and community awareness
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Visit classrooms as an observer, and then impart understanding of human behavior; • Provide professional development in the understanding of critical situations; · Conduct parent meetings as a means to prevent crisis and to create an avenue of communication with families
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Meet with parents and parent coordinator to provide information on services available through CBOs • Visit classrooms as needed to provide support to students and teachers • Provide small group support to students who are at risk of not meeting social and behavioral expectations • Actively outreach to displaced families · Participate on the Crisis Intervention Team
At-risk Health-related Services	<ul style="list-style-type: none"> • Provide students with preventative instruction regarding asthma, common illnesses, vision, and other health needs • Provide 504 parent training • Emphasize the importance of maintaining good health and engaging in regular physical activity · Provide information about the Obesity and Young People Program

PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

CEP Appendix 6

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader DIANE FOLEY	District 25	Borough Queens	School Number 201
School Name THE DISCOVERY SCHOOL FOR INQUIRY AND RES			

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

Principal REBECCA LOZADA	Assistant Principal IDA ROWE
Coach KIMLYN GREIG ELA	Coach SHARON FRICANO MATH
Teacher/Subject Area JOYCE HESKIAL SOCIAL STUDIES	Guidance Counselor MINDY KAISER
Teacher/Subject Area type here	Parent TIJUAN HARRIS
Teacher/Subject Area type here	Parent Coordinator PEI HSIA WANG
Related Service Provider ELISSA DIAMOND	Other type here
Network Leader DIANE FOLEY	Other type here

C. Teacher Qualifications [?](#)

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


Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	25

D. School Demographics

Total Number of Students in School	427	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	7.26%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

PART II ELL IDENTIFICATION PROCESS

Describe the steps followed for initial identification of those students who may possibly be Ells.

1.

Parents/Guardians of all students entering P.S. 201Q, and all New York City Public Schools are required to submit a Home Language Identification upon registration. The survey helps to identify potential ELLs per the survey and are administered the LAB-R within 10 days of registration. The process is on going throughout the school year. All Home Language Identification Surveys are evaluated by a certified ESL teacher. All testing is administered by a certified ESL teacher.

All ELLs will be tested on the 2011 NYSESLAT as per the NYC testing calendar. All ELL Parents are then invited to a scheduled ESL informational workshop where each ELL program is explained and identified. Parents are also provided an interpreter in their native language..

Based on data from the Home Language Survey, the ELL teacher administers the LAB-R to any student whose home language is other than English as the dominant language. The Assistant Principal and the ELL teacher keep binders that include the following:

- Dated Home Language Survey
- Any previous test history (NYSESLAT) from the student information system (ATS)
- Information related to the three ELL programs, Transitional Bilingual, Dual Language, and Free Standing ESL from pervious schools. All ELLs will be tested on the 2011 NYSESLAT exam. This will play a large part in their annual evaluation and will continue to be a major factor in determining placement.

2.

The structure used to ensure that all parents have an understanding of the ELL programs available to them is as follows.

- Parent notification of meetings as well as School Messenger Service.
- Parent information HLIS packet presented during registration
- ELL teacher informal meeting during registration and the availability of the Parent Coordinator during registration.
- The inclusion of a school wide calendar for parent perusal and a formal ELL class for parents who do not speak English as their first language. All ELL parents are invited to a orientation meeting immediately following administration of the LAB-R exam. All options are presented available are presented to the parents attending this meeting. Out Reach phone calls are made to any ELL parent not attending the meeting by the Parent Coordinator and the ESL teacher.

3.

Entitlement letters are distributed to parents during registration. The school secretary as well as the Assistant Principal maintains a

binder of all of the letters with the school heading for parent review. At this time the ELL teacher and the Parent Coordinator explain the process and the entitlement letter to the parent in their native language. The Parent Coordinator schedules tours of schools offering Dual Language, Transitional Bilingual and Free Standing ELL Programs.

Parents have been diligent in returning the letters. We provide clear expectations for communication and as yet have not had any real problems getting the letters returned. We also provide a parent room should parents want to complete the letter while in the building. Our needs assessment was conducted using our Parent Home Language Survey, and the results of outreach and meetings with teachers, parents, and the Parent Coordinator. The results are as follows: 6% Asian Language, 3% Arabic Language, and 5% Spanish Language.

4.

- Parent meetings are held in September as well as informal discussions during the school year outlining the availability of programs not in our building. (Bilingual)
- Parents are invited and escorted to other schools that provide Bilingual instruction as a program for ELL students.
- Parents are encouraged to visit other schools and provided the list of schools in the area or outside of the zoned district.
- Parents are invited to meet with the ELL teacher, visit the classroom and peruse the materials. Parent Surveys and Parent Selection materials are collected and reviewed and decisions are made and students are placed as per parent request.

5.

99.5% of our ELL population selects P. S. 201 as their desired school for the education of their children. We find that our parents are happy with the progress our school has made in the area of implementing a Balanced Literacy Program that 80% of the ELLs score at Levels 3 and 4 and 96% score at level 3 and 4 in Math. It is the primary goal of our school to instruct, educate and promote understanding of English as a written and spoken language in all areas of instruction. We do not see ELL as a separate entity.

6.

The parents of children at P. S. 201Q continually request the Free Standing ELL program as the instructional model. ELL strategies are shared with the parents via parent workshops. Balanced Literacy continues to provide a rigorous literacy model reinforcing writing and speaking skills. Our Title III funding supports literacy through theatre, dance, writing songs in music and playing of instruments. Parents seek out school administration making requests for arts in education with a focus on ELL studies.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained		1				5								6
Push-In	7	4	14	2	1	4								32
Total	7	5	14	2	1	9	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	30	1	8	7	1	7	1		1	38
Total	30	1	8	7	1	7	1	0	1	38

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0

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
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other														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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Chinese		0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese	0								0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	10	11	3	7	10								43
Chinese	13	6	11	6	2	3								41
Russian	0	1	1	0	0	0								2
Bengali	0	2	1	2	0	1								6
Urdu	1	0	0	0	0	1								2
Arabic	0	0	2	0	1	1								4
Haitian														0
French														0
Korean	0	1	0	1	0	1								3
Punjabi	1	1	0	0	0	0								2
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other														0
TOTAL	17	21	26	12	10	17	0	0	0	0	0	0	0	103

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instruction is DELIVERY OF INSTRUCTION:

How is instruction delivered?

(a) The grouping of the Free Standing ELL program in our school includes, Beginners, Intermediate and Advanced. Each group is designed to meet as directed by the New York State Education Department and Office of English Language Learners. The Beginners and Intermediate meet for 360 minutes per week with the ELL teacher and the advanced group meets for 180 minutes per week with the ELL teacher.

A. Programming and Scheduling Information

(b) The groups are based on proficiency in the English Language and the results of the LAB-R and NYSESLT scores as well as the New York State ELA exam (grades 3-5). Each student is seen as an individual and the instructional model supports student progress. The ELL teacher instructs using the English as a Second Language Learning Standards and Performance Indicators as her guide.

2.

The staff is knowledgeable in the instruction of balanced literacy and the use of multiple assessments to help identify specific literacy competencies. One General Education third grade teacher holds a New York State Teaching license in ESL. The staff meets weekly to discuss instruction, individual student needs and the next steps to move students forward.

Our ELL teachers provide staff development to the other staff members who also serve the ELL population.

Our Title III program supports the instruction of students who fall under Sife, Ells who are in Public School more and less than one year, and long term Ells, using the following learning competencies for Ells:

Competency 1

- Students will react non-verbally to messages and take into account the non-verbal reactions of others. Students will react verbally and non-verbally with the appropriate responses;
- Students transmit an oral message with the support of oral and visual prompts:

Competency 2

- Students listen to, and read, a text using strategies such as graphic organizers;
- Students will understand oral and written text using strategies such as prior knowledge, and focus questions;
- Students will carry out a meaningful task, using strategies such as graphic organizers, and then give an oral explanation of the task

Competency 3

- Students will write using strategies such as word cards, punctuation, syntax, and spelling;
- Students will compose a text using strategies such as mentor text, teacher modeling, checklist, dictionary and self correction;
- Students will revise his or her text using strategies such as rubrics, editing and revision;

TIMING AND SCHEDULING INFORMATION

The targeted intervention offered to the ELL population includes the following:

- Title III after school remedial intervention program;
- The instructional focus replicates the Reading and Writing Workshop through Balanced Literacy;
- Student groups are based on their proficiency in English and their proficiency in understanding written text, comprehension, fluency, and vocabulary development;
- The instruction during the Title III program includes, reading fables, fairy tales from different cultures, and writing their own plays;
- The program also includes building on vocabulary using photography, pictures, and art through interpretation;
- The students who are proficient in math are invited to join a math enrichment group (7:30 A.M.) twice a week;
- The math enrichment groups are a combination of Ells and dominant English speaking children.
- One day per week during each semester Ells are encouraged to join our Enrichment Clubs in cooking, crocheting, chess, photography, and debate;
- Dictionaries are provided to students in both their native language and in English;
- Students are encouraged to discuss their culture, fluency in their native language through text and written form;
- We now have a class for all students in the learning of Mandarin as a speaking language;

Courses Taught in Languages Other than English [i](#)

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

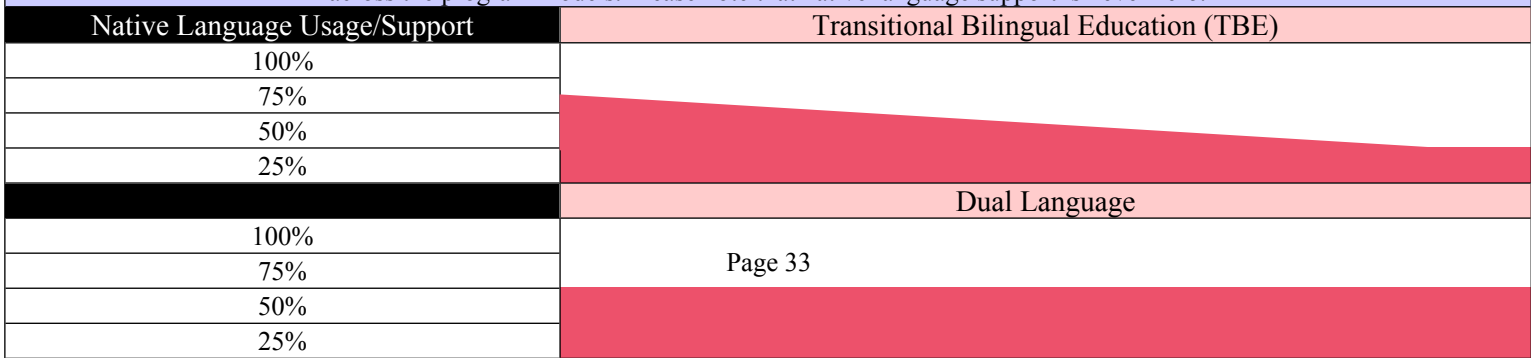
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The targeted intervention offered to the ELL population includes the following:

- Title III after school remedial intervention program;
- The instructional focus replicates the Reading and Writing Workshop through Balanced Literacy;
- Student groups are based on their proficiency in English and their proficiency in understanding written text, comprehension, fluency, and vocabulary development;
- 2 year ELLs are provided with direct instruction in
 - The instruction during the Title III program includes, reading fables, fairy tales from different cultures, and writing their own plays;
 - The program also includes building on vocabulary using photography, pictures, and art through interpretation;
 - The students who are proficient in math are invited to join a math enrichment group (7:30 A.M.) twice a week;
 - The math enrichment groups are a combination of ELLs and dominant English speaking children.
 - One day per week during each semester ELLs are encouraged to join our Enrichment Clubs in cooking, crocheting, chess, photography, and debate;
 - Dictionaries are provided to students in both their native language and in English;
 - Students are encouraged to discuss their culture, fluency in their native language through text and written form;
 - We now have a class for all students in the learning of Mandarin as a speaking language;

An addition to our ELL Program for 2011-2012 is the ESL Inquiry Team Study Group (What Instructional Design will have the Greatest Impact on ELLs Language Acquisition?)

ST Math is a Technology Math support program implemented in 2010-2011 which also encourages student to student dialogue.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT

- The staff, including the ELL teacher is provided staff development through Teacher's College Reading and Writing Workshop.
- Our Network Support ELL provider gives instruction to the ELL teacher, one-third-grade teacher and several special education teachers in building vocabulary strategies.
- The ELL teacher is provided with the OELL staff development calendar and scheduled for instruction that would meet the needs of our students.
- The AIS teacher is also provided opportunities to accompany the ELL teacher to the OELL professional development classes
- One change for the coming school year would be to include in the PD a reading focus group centering on the teaching of ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

Under the direction of our Parent Coordinator, academic activities are designed to meet the learning needs of the parents in our building. It is the belief of the staff and administration of The Discovery School of Inquiry and Research that parent surveys play a critical role in creating parent related activities. 75% of our ELL parents have asked that we produce programs in the teaching of English as A Second Language for adults. We conduct one class of 100 ELL parents in the teaching of English as a Second Language one day per week. The parents who are involved in the class are taught by a licensed ELL teacher. In addition to this class each year our Title III allocations provide family outings to New York City that combine pleasure and educational experiences. The surveys give us a broad window in which to create activities that address all of the needs of our parent groups. The list below outlines some of those activities:

- Evening Bingo games for parent and child
- Family game nights (checkers, chess, bingo, soduko, monopoly)
- Multicultural Night (a celebration of our cultural map)
- Family Book night (children and parents reading together)
- Dress Up as your favorite book character (October)
- Prismatic Magic (Laser Show)
- Ballroom Dancing for Adult and Child

Our PTA members maintain an inquiry box in the lobby of the school The inquiry box is one way to keep abreast of how and what parents in the school think and feel. It is a conduit for open communication.

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

After reviewing the patterns across proficiency levels on the LAB-R and NYSESLAT it is clear that our instruction in reading and writing do not address the needs of the ELL population. It is clear that many of our students in the ELL program moved to proficiency in the Listening and Speaking section of the assessments. 13% of all grades taking the NYSESLAT exited the ESL program.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	5	3	16	2	1	6	0	0	0	0	0	0	0	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0	1							
	I	4	0	0	0	0	0							
	A	1	2	1	1	4	6							
	P	4	8	2	1	1	3							
READING/ WRITING	B	3	4	1	0	1	1							
	I	4	5	1	0	2	3							
	A	1	2	1	1	2	2							
	P	1	0	0	1	0	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	3	1	1	5
4	2	2	3	1	8
5	2	4	5	0	11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		2		4		2		8
4	0		1		3		3	1	8
5	0		4		5		2		11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		2		3		4

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
REBECCA LOZADA	Principal		1/1/01
IDA ROWE	Assistant Principal		1/1/01
PEI HSIA WANG	Parent Coordinator		1/1/01
CLAUDINE COSTA	ESL Teacher		1/1/01
ANDERSON	Parent		1/1/01
JOYCE HESKIAL	Teacher/Subject Area		1/1/01
GARY WANG	Teacher/Subject Area		1/1/01
KIMLYN GREIG	Coach		1/1/01
SHARON FRICANO	Coach		1/1/01
MINDY KAISER	Guidance Counselor		1/1/01
DIANE FOLEY	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q201 **School Name:** P.S.201

Cluster: Diane Foley **Network:** 204

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

Part A: Needs Assessment Findings

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

The Home Language Survey is one tool used to assess the needs of parents who need oral translations. Additional data is gathered by the Assistant Principal which includes school survey form presented to each teacher requesting oral language translations. The DOE website is another source of informatin we use to give parents opportunities to communicate with staff members.

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

During PTA meetings, staff meetings and through written communication and feedback sheets distributed by the Parent Coordinator, we found that many of our parents often bring a translator with them, seek out translators from the school or in many situations, speak directly with the Parent Coordinator.

Part B: Strategies and Activities

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

Written translations are sent to the DOE provider when a mass communication needs specific and formal communication to be translated for parents. In house translation services are provided by the Parent Coordinator in Chinese, for Spanish we use the microsoft translation program or the Principal who speaks Spanish translates. We have a Russian Para who also conducts oral and written translations and a Korean Para who translates written and oral communications.

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

In-house translations are most prevalent at P. S. 201Q as our parents know which staff members speak their language. If translators are not a part of the school community, we seek the DOE Translation service or microsoft language translation programs. Staff members including the ESL teacher supports translations during registration, parent intake, parent walkthroughs for incoming students.

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

We determine within 30 days of student enrollment the primary language of students and parents entering P. S. 201Q. We provide school based language assistance assessments through the DOE ELL website and download all documents in the primary language of the parent entering the school. Upon registration oral language translation is available and provided by In-house staff members, either in Chinese, Spanish, Korean, Russian, Greek, German or Urdu. All documents are provided in the primary language of the parent of the student entering the school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P. S. The Discovery School For	DBN: 25q201
Cluster Leader: Amundsen	Network Leader: Diane Foley
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ●Other: _____
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ●3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here: Classes will be instructed by certified ESL teachers with the support of a Common Branch teacher for the content areas. The program will run after the school day from 3:20-5:00 pm Tuesday and Wednesdays from February 1, 2012 until March 7, 2012. We have collaborated with a CBO (Neighborhood Music and Arts) focussing on Oral Language Storytelling with a writing component to build on English Language skills in speaking, listening, reading and writing. NYSESLAT results show that students in ESL classes have more difficulty in the reading and writing areas of Literacy. Our goal is to identify their strengths in listening and speaking then conduct read-alouds along with reading experiences that allow students to re-tell a story and re-write a story. The role of the ESL teacher is to assist in the planning, execution and implementation of the Story Telling experience during the regular school day and to support classroom teachers who service ESL students in this model. The Common Branch teacher will be exposed to best practices in ESL instruction which support ESL students in classrooms across the grades. Students who attend the program will also have the benefit of small group instruction as well as individualized instruction throughout the sessions. The instructional nature of the sessions is as follows: In addition to Story Telling, we have contracted with Studio In A School to provide ESL students opportunities to use reading and storytelling to create books. These sessions will take place during the school day beginning March 5, 2012 and ending May 4, 2012 for a total of 14 sessions. The periods will be 1 hour per class. One class on each grade has the ESL students to accommodate the Push In Model. Our ESL teacher will support the residency in providing students with the best practices in ELL instruction. In this way we are able to service all of the ELLs with Title III support.

Developing a Topic Sentence

Sequencing Story lines

Enriching vocabulary and using voice to express ideas

Supporting rich academic language in writing, speaking and reading

Knowledge of text Structure

Concluding Sentence

The instruction is differentiated by Beginners, Intermediate and Advanced learners. The level of instructional questions support The Common Core Standards in Literacy. The groupings would be organized in the following way:

5-Advanced Kindergarten

3 Beginner Kindergarten

4 Beginner 1st grade

4 Beginner 2nd grade

8 Intermediate 2nd grade

3 Advanced 2nd grade

3 Beginner 5th grade

3 Advanced 5th grade

3 Intermediate 5th grade

We have scheduled a night for ESL families with a special Laser Show and retelling session project using newly learned language which is science based. The follow-up exercises will be in the classrooms with the Certified ESL teacher and certified Common Branch teacher. The Story telling program takes place beginning in February and ending in March for 9 complete student sessions.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional Development for ESL teacher includes assigned sessions at Teachers College on Linguistics and the ELL population. Neighborhood Music and Arts provides teacher workshops in creating an environment for Storytelling with a focus on ESL students. Classroom libraries include folktales from around the world, poems, and fiction based reading. Junior Great Books Foundation's Read A-louds are also part of the classroom. Teachers are mandated to attend Professional Development as it is imbedded in the school schedule. Teachers College Reading and Writing Workshop is a contracted agency providing instructional skills to all of the teachers in the building including ESL teachers. Master schedules are adjusted so that teachers are covered during their attendance at the meetings.

The schedule for Professional Development is ongoing and is provided by the Literacy Coach for the school year. Two mornings a week from 7:30-8:15 various topic in literacy are addressed. All teacher of students who are designated ELLs are encouraged to take the course work. OELL course work is also offered to the ESL teacher and the sessions are part of the ESL teachers PD for the year.

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: Many of our ESL parents are working families. Therefore, we take this into consideration when planning parent sessions. The Parent Coordinator collaborates with the ESL teacher in preparing parents for their child's academic growth. Parent English language sessions take place weekly. Parents are provided with special field trips sponsored by Title III funding. The trips take place 2 Saturdays during the year and 2 afternoon trips during the year. The Saturday trips leave around 9:00 am and return to P. S. 201Q at 3:00 p.m. Parent and child attend Museum visits, Cooking classes, Music lessons and historical site travel. Parent morning workshops usually run no longer than 1 hour to accommodate those parents who work.

The school website lists parent events. Flyers in the language of the parent are sent out weekly notifying parents of the events at school. The school has personnel who speak more than 15 different languages. We also use the DOE translation service. Some of the topics include, Moving to a New Community, Reading at Home with Your Child, How to Help with Homework, Sharing stories with your child, Scrap Booking and Shopping as a Learning Experience.

Part E: Budget

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

Allocation Amount: \$11000

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	0	_____
Other	0	_____
TOTAL	\$	_____