



P.S. / I.S. 224

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. / I.S. 224
ADDRESS: 345 BROOK AVENUE
TELEPHONE: 718-665-9804
FAX: 718-665-0078

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07X224 **SCHOOL NAME:** Science school for Exploration and Discovery.

SCHOOL ADDRESS: 345 BROOK AVENUE, BRONX, NY, 10454

SCHOOL TELEPHONE: 718-665-9804 **FAX:** 718-665-0078

SCHOOL CONTACT PERSON: Jenelle Lewis **EMAIL ADDRESS** JLewis32@schools.nyc.gov

POSITION / TITLE- PRINCIPAL **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rashad Brown

PRINCIPAL: Jenelle Lewis

UFT CHAPTER LEADER: Rashad Brown

PARENTS' ASSOCIATION PRESIDENT: Mr. D. Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** Network- 401

NETWORK LEADER: Alice Brown

SUPERINTENDENT: YOLANDA TORRES

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jenelle Lewis	Principal	Electronic Signature Approved.
Michelle Smith	UFT Member	Electronic Signature Approved. Comments: Approve.
Rashad Brown	UFT Chapter Leader	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Global competition now demands significant improvements in our educational standards and methods of teaching as we prepare students to compete in the global economy. To that end, at The Science School for Exploration and Discovery (SSED) our mission is to provide General Education Students, Special Education Students and English Language Learners with the skills to compete in the global economy on par with their peers in any country in the world. These skills include the ability to think flexibly; respond to outside arguments; analyze and evaluate major alternative points of view; synthesize and make connections between information and arguments and lastly draw conclusions using deep analysis from multiple sources/perspectives. While the school has made great progress we must still continue to ensure that 100% of our students are performing at proficiency in ELA, Mathematics and Science.

Middle School 224, The Science School for Exploration and Discovery is a school of 398 students located in the Mott Haven section of the South Bronx. The school services students in grades 6, 7 and 8. The school has more than 94% of its students receiving free or reduced lunch. The ethnic make-up of the school is approximately 66% Hispanic, 33% African American and 1% other. The students are comprised of 54% male and 46% female.

In English Language Arts some areas of strengths for the students of MS 224 include prediction, identifying a purpose for reading, compare and contrast, and identifying the use of literary devices. The weaknesses are critical analysis of a text, inference, identifying multiple levels of meaning, and using the structure of a non-fiction text to help with understanding. These are areas that students in the areas identified for improvement by NCLB/SED particularly struggle with. While students at MS 224 are stronger in Math opposed to ELA, some of the weaknesses in Math remain in the areas of geometry, algebra and measurement. Starting in 2010-2011, our special education program will be improved on multiple levels to ensure that all our students meet increased expectations in critical thinking and communication.

As a group, special education students are approximately 24% of the total student population at Middle School 224. Currently, English Language Learners make up approximately 31% of Middle School 224's total school population for the 2009-2010 school year. There are currently 3 self contained bilingual classes, one on each grade. In addition to the bilingual program we have another 35 students who receive E.S.L. pull-out or push-in services. In 2010/2011 the school will have its first CTT class in grade 6. Over the next two years the school will add a new CTT class in grades 7 and 8. At end, the school will still have 5 classes on each grade level since 603, 703 and 803 will then become the new phased in CTT classes. At Middle School 224 there are 3 self contained 12:1 special education classes, one on each grade.

The school cabinet for the 2010-2011 school year will consist of a Principal, 2 Assistant Principals, 2 Deans, 1 IEP Coordinator and our Parent Coordinator. The remainder of the staff will consist of

23 Teachers, 3 Counselors, 1 Social Worker, 4 school aides and a school secretary. Test scores are on the rise at Middle School 224. For the 2008-2009 school year ELA tests cores improved from 23% of our students at level 3/4 to 41% of our students at level 3/4. In turn level 1 students decreased from 9% to 3%. The end result for ELA is that our AYP increased from 114 to 138. For the 2008-2009 school year Math test scores improved from 40% of our students at level 3/4 to 58% of our students at level 3/4. In turn level 1 students decreased from 14% to 3%. The end result for Math is that our AYP increased from 126 to 159. An AYP of 159 exceeds the Effective AMO of 113as well as the AYP of 117 set forth by the NYS Department of Education necessary to be removed from the New York State SURR list. Middle School 224 was removed from the New York State SURR list this past spring and will continue to strengthen many of the systems and structures at the school to ensure continued academic growth and success.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. / I.S. 224							
District:	7	DBN #:	07X224	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
Pre-K	0	0	0		89.8		90.7	TBD	
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 3	0	0	0		88.3		91.89	TBD	
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	107	107	114	(As of October 31)	2007-08		2008-09	2009-10	
Grade 7	136	111	119		84.9		93.8	95.5	
Grade 8	99	138	114						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 11	0	0	0		4		16	TBD	
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	342	356	347	(As of October 31)	2007-08		2008-09	2009-10	
					12		20	14	
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
# in Self-	34	36	32	Principal	8		15	TBD	

Contained Classes				Suspensions			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	16	22	TBD
Number all others	44	45	41				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			
					0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	36	50	61				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	26	44	47	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	3	14	Number of Teachers	29	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			
					7	6	TBD
				Number of Educational Paraprofessionals			
					0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	11	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	27.6	25.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			
					24.1	29.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	66	78	TBD
American Indian or Alaska Native	0.6	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.8	95	TBD
Black or African American	27.2	26.1	25.9				
Hispanic or	70.5	71.3	71.8				

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Latino			
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.4	1.2
White	0.9	1.1	1.2
Multi-racial			
Male	53.8	53.4	53.9
Female	46.2	46.6	46.1

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR identification: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input checked="" type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	Y	Math:	
Science:	X	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	X				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	X	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							

Students with Disabilities	Ysh	√	-			
Limited English Proficient	X	√				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	4	6	0			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	87.5	Quality Statement Scores:	
Category Scores:	Quality Statement 1: Gather Data		
School Environment (Comprises 15% of the Overall Score)	9.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

NEEDS ASSESSMENT

1. Increase in performance for students in areas designated for improvement based on NCLB/SED accountability standards: Hispanic/ELL students in ELA (SINI), Mathematics (SURR).

2. Increase in academic rigor through the professional development and implementation of the following school wide instructional strategies:

- Use of Bloom's Taxonomy for questioning and brainstorming.
- Developing content area vocabulary/Word Walls.
- Reading and writing for Meaning,
- Think, Pair, Share
- Cooperative Learning
- Research projects and papers
- Infusing the use of data from ARIS and Inquiry Team findings into lesson planning, assessments, conferencing and student work.
- Align professional development to school goals.
- Infuse more non-fiction text throughout ELA with the creation of our ELA curriculum map.
- Consultant from Goldmansour to work with the ELA department
- Differentiated professional development for all staff based on staff survey

3. Improved student behavior by including peer mediation each guidance counselor has to conduct one peer mediation conference each day. The Principal will begin a **Violin with the Principal** in November, 2010 with a group of "at risk girls." The school will also roll out its first male mentoring program. Each program will contain approximately 10 students.

4. The school wants to increase attendance this year from 89% to 92%.

5. Improved school image by increased outreach to parents and community organizations. The school purchased Messenger Alerts this year to conduct parent outreach. Parents will be contacted by voice mail, text and email about all school events.

SUMMARY: FINDINGS AND IMPLICATIONS

After reviewing our data from the New York State Education Department, the DOE Progress Report, the findings from the SURR team and the findings from the Quality Review and the findings of our Children's First Inquiry Team work, we have determined that our school exhibits many areas of strength as well as has several areas of continued development.

The entire staff has a clear understanding of the progress and performance of all students through the systematic use of formal and informal data. Because of that, we are able to distinguish the areas that have started to improve and the areas that need improvement.

M.S. 224 has been identified for improvement based on NCLB/SED accountability as Corrective Action Comprehensive year 1 status in ELA for Hispanic students, Students with Disabilities and ELL students. When analyzing the 2008-2009 ELA scores, 59% of students score at level 1 or level 2. This is a significant decrease from the previous year (from 76%), illustrating significant movement to level 3 and 4. In spite of this, many students come to MS 224 5 or more grade levels below. Areas of strength in English Language Arts for the students of MS 224 include prediction, identifying a purpose for reading, compare and contrast, and identifying the use of literary devices. The weaknesses are critical analysis of a text, inference, writing, identifying multiple levels of meaning, and using the structure of a non-fiction text to help with understanding. These are areas that students in the areas identified for improvement by NCLB/SED particularly struggle with.

For 2010-2011, due to the new cut in scale scores on the New York State exam the new school data is 12% in ELA and 22% in Math.

On the 2008-2009 Mathematics Exam, 42 percent of students score in Level 1 or 2; the percentage of proficient students has increased considerably, from 41% to 58%. Some reasons for why these students struggle is that their skills, both academic and behavioral, in elementary school were not strong enough for a middle school setting. Many students come to MS224 with deficiencies in basic computational skills. For many of these students, attendance and lateness is a problem as well. The school staff will work with these students to minimize the trancies. Overall strengths and weaknesses include a weakness in the areas of geometry, algebra and measurement. Over the past year, the math department was made stronger, more comprehensive, and more effective; as a result, MS224 made AYP targets in all subgroups. The staff continues to require intensive professional development on differentiated instruction. All teachers are focusing on Formative Assessments this year so that teachers remain on pulse with students learning needs during the instructional period. This year the school has 5 Inquiry Teams with one Inquiry Team in each content area. The teams are in Math, ELA, Social Studies, Science and in the Bilingual department to expand our use knowledge and understanding of data.

One of the greatest struggles that we face as a community is parental involvement. We have put several incentives into place to increase parental involvement. We have switched meeting times based on parental requests. During the 2008-2009 school year, the school hosted many more after school events to encourage parent involvement, including a family carnival, after school and evening trips, and awards ceremonies. The Parent's Association meeting attendance has increased, but it is nowhere near where it needs to be. Many of our students come from single family households which makes it difficult for parents to attend school meetings in the evening, and during the day parents work or have childcare issues.

Additionally, we consistently receive a high number of over-the-counter students. 07X224 is also the only middle school in its zone that has a bilingual program. All non-English speakers who move into the area come to 07X224. This year, we were able to facilitate a very successful parent event at MS 224. We hosted our One Night Only in which we invited CBOs, SES providers, our ELL Parent

Orientation and allowed parents to also meet the classroom teachers of their children. We were able to get over 150 parents, which was a very successful parent event for us!

ACCOMPLISHMENTS

- Implementing all SURR recommendations.
- Implemented all 2007 SQR recommendations resulting in a Proficient Rating for last year SQR '08.
- Reorganized ELA school schedule to reduce ELA class size.
- Reviewed and revamped Curriculum maps to make sure that the curriculum progresses well from grade six to eight without overlap or gaps.
- Significant gains in return rate of all school environment surveys, with parent participation increased from 13%-26%.
- Increased percent of students proficient (level 3 and 4) in ELA by 18% and in Math by 17%.
- Through various incentives that reward individual students, classes, and grades, we have accomplished our goal of 90%+ attendance; attendance is at 92% to date.

STRENGTHS

- The principal's vision for the school's development is clearly communicated, well understood and supported by other leaders and staff
- School Leaders use data analysis and observation well in developing a clear picture of what is working well and where improvement is required
- We provide targeted assessments focused on identifying the needs of the lower functioning students and successfully improving their performance
- We have well established systems and procedures to support the schools organization and its development.
- The gathering, generating and analysis of data for individuals and sub groups are effective in identifying trends, strengths and weaknesses in learning.
- In both Math and ELA all staff members involved meet weekly to evaluate data and modify pacing calendars and curriculum maps.
- School wide, we have become more data driven through the use of Acuity/Predictive and School created diagnostics so as to better target and address specific student population needs at our school
- PBIS system of school management has entire school community buy-in.

CHALLENGES AND BARRIERS TO CONTINUED IMPROVEMENT

- Refining the use of data to set projected targets for students' achievement at the end of each year based on their different starting points.
- Ensuring that teachers make consistent use of student goals and interim assessments to plan activities that fully challenge all students.

- Increasing the level of writing and accountable talk in all content areas with a focus on vocabulary, spelling and grammar.
- Increasing parental involvement in the school community.
- Increasing Incorporation of levels of Bloom’s Taxonomy in lesson planning and questioning.
- Differentiation of instruction is limited and increased professional development will be implemented to improve this practice in all classrooms.
- Increasing incorporation of test sophistication strategies and activities within the curriculum in all subject areas.
- Increased student enrollment due to the being the only zoned middle school for English Language Learners
- Increasing differentiated learning experiences involving technology for students in areas identified by NCLB/SED accountability standards.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2010, there will be a 6% increase in ELA in the 3 subgroups in which we did not make AYP (ELLs,SWDs and Hispanic students) as determine by the ELA-Instructionally Targeted Assessments. Twenty seven students will move from performing at level 2 to performing at level 3 in ELA; therefore, increasing the number of students performing at Proficiency from 12% to 18%.	<input type="checkbox"/> To increase student outcomes in ELA in the three sub-groups areas in which we did not make AYP (ELLs/SWDs/Hispanics). <input type="checkbox"/>
<input type="checkbox"/> By June 2010, there will be a 6% increase in Math as determine by the MATH-Instructionally Targeted Assessments. <input type="checkbox"/> Twenty seven students will move from performing at level 2 to performing at level 3 in Math; therefore, increasing the number of students performing at Proficiency from 22% to 28%.	<input type="checkbox"/> To increase student outcomes in Math
<input type="checkbox"/> We will increase student attendance from 89% to 92% by June 2010. The attendance rate will increase by 3 %.	<input type="checkbox"/> To improve student attendance at MS 224

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area **ELA**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2010, there will be a 6% increase in ELA in the 3 subgroups in which we did not make AYP (ELLs,SWDs and Hispanic students) as determine by the ELA-Instructionally Targeted Assessments. Twenty seven students will move from performing at level 2 to performing at level 3 in ELA; therefore, increasing the number of students performing at Proficiency from 12% to 18%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Professional Development ARIS facilitators will host 4 in-house professional developments for ALL STAFF at MS 224 on how to evaluate ARIS data for New York State ELA exams by October 30th 2010. Achieve 3000 will host 6 ongoing in-house professional developments for ELA and Social Studies teachers on how to evaluate the data. Our Target 10 list of students who are performing in the bottom third will receive Achieve 3000 each day during the 37.5 minutes from Monday to Friday. Even though 90% of the students performing in the bottom third made progress according to the New York State Progress Report for 2010 the school will continue to focus on these students as they are also in the 3 sub-groups in which the school did not make Annual Yearly Progress in 2009. The school will have two Mock Quality Reviews from Strategic Leadership and Training Excellence (SLATE) for 2010-2011. SLATE is a consultant that provides Learning Styles surveys on students, educators, and parents; Comprehensive Walkthroughs, Learning Walks, Instructional Rounds; Analysis of Data including Learning Environmental Surveys and Progress Reports, incident and attendance data. 25% of our students are English Language Learners; as a result, 11 teachers attended the Q-Tel 5 day institute from August 2^{3rd} to August 2^{7th} 2010 entitled Building the Base. The</p>

professional development combined the constructivist theory with the practice.

Assessments

Using data from ARIS, the findings of the Inquiry team, Achieve 3000, Predictives and student work teachers will begin to create writing assessments aligned to the sub-skills that students are lacking in the New York State ELA test.

Daily formative assessments such as exit slips, questioning, question of the day, parking lot post-its and DO Nows will be aligned to sub-skills that students are lacking in ELA as determined by ARIS, student work and formative assessments. ELA writing and skill-based assessments will be created collaboratively with teachers and provided by SLATE and/or Goldmansour consultants. They will work with Inquiry Teams and ELA Department to help identify specific writing strategies to address skill deficits, document findings and show teachers how to use data to drive writing instruction.

Inquiry Teams

The school will move from 1 Inquiry Team to 5 Inquiry Teams. There will be an Inquiry team in Math, ELA, Science, Social Studies and in the Bi-lingual department. Teachers will begin to locate patterns and trends in the skills and sub-skills that students are lacking across contents.

Each Inquiry Team will meet to grade and analyze Acuity ELA Predictive constructed response data to identify the specific writing skills that are most problematic for target students on that grade.

SLATE and Goldmansour consultants will work with Inquiry Teams and ELA Department to help identify specific writing strategies to address skill deficits, document findings and use data to adjust instruction.

Curriculum maps

In November, 2010 teachers will begin to write their curriculum maps using the new evolving standards in ELA. The creation of new curriculum maps would facilitate an alignment between curriculum, instruction and assessments. Lesson plans, teacher tasks, formative assessments and student work will begin to be more aligned to the new Common Core Standards and the skills that students are lacking in ELA.

Students will maintain writing portfolios of their best work connected to lacking skills.

Collaborative Planning -

The school created a new schedule and embedded collaborative inquiry structures

lot post-its and DO Nows will be aligned to sub-skills that students are lacking in Math as determined by ARIS, student work and formative assessments.

Math writing and skill-based assessments will be created collaboratively with teachers and provided by SLATE and/or Goldmansour consultants so that students can perform better on the constructed response of the New York State Mathematics exam. They will work with Inquiry Teams and Math Department to help identify specific math strategies to address skill deficits, document findings and show teachers how to use data to drive writing instruction in math.

Inquiry Teams

The school will move from 1 Inquiry Team to 5 Inquiry Teams. There will be an Inquiry team in Math, ELA, Science, Social Studies and in the Bi-lingual departments. Teachers will begin to locate patterns and trends in the skills and sub-skills that students are lacking across contents.

Each Inquiry Team will meet to grade and analyze Acuity, Math Predictive constructed response data to identify the specific math skills that are most problematic for targeted students on that grade.

SLATE and Goldmansour consultants will work with Inquiry Teams and Math Department to help identify specific writing strategies to address skill deficits, document findings and use data to adjust instruction.

Curriculum maps

In November, 2010 teachers will begin to create a draft pacing calendar in Math. The pacing calendar will begin to would facilitate an alignment between curriculum, instruction and assessments. Lesson plans, teacher tasks, formative assessments and student work will begin to be more aligned to the new Common Core Standards and the skills that students are lacking in ELA.

Collaborative Planning -

The school created a new schedule and embedded collaborative planning structures designed to build teacher capacity, individual pedagogical practice, and deepen collaboration by providing teachers with increased time for ongoing reflection, sharing of best practices and opportunities for professional development aligned with schools goals to significantly move our students performing in the bottom third.

Teachers will meet for Common Planning each week in Math, ELA, Social Studies and Science,

	<p>this time will help to facilitate and guide the work of the Inquiry Team</p> <p>Differentiated Instruction - The school will implement 3 facets of differentiated instruction this year: 1. Tiered Tasks. 2. Flexible Grouping 3. Formative assessment. Teacher informal and formal observations will take place through these three lens. Differentiated instruction will be weaved through the fabric of the school, so that all students have an entry point into the curriculum, teacher tasks and assessments on a daily basis. Professional development for teachers will also be differentiated.</p> <p>Responsible staff members- All Math Teachers, Ms. Scott, Inquiry Team Leader; Ms. Lincoln, Literacy Coach; Ms. Osborne, Assistant Principal and Ms. Lewis Principal. Timeline- October 2009 to May 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funds from our DINI allocation will be used to provide professional development for staff members in ARIS, Achieve 3000 and Coaching and Workshops from Goldmansour. Our CEIS allocation will be utilized to contract with America's Choice for a Math Consultant and provide guidance on the use of Math Navigator.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Lessons will be aligned to New York State Math performance indicators. Agendas, minutes, attendance from PD sessions/Inquiry /Staff/and Department meetings Math work aligned to lacking skills as determined by the Inquiry Team. Inquiry Team/Math Department meetings related to lacking sub-skills in ARIS. Student portfolios in math aligned to skills and sub-skills that students are lacking in Math.</p>

**Subject Area
(where relevant) :**

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> We will increase student attendance to 92% by June 2010. The attendance rate will increase by 3 %.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Inquiry Team will examine the correlation between attendance and student outcomes. Monthly Attendance celebration each month for the classes with perfect attendance Perfect attendance awards for students with 100% attendance. School-wide bar graph to track and celebrate the attendance of each class. Daily phone calls to parents from teachers and school aids. Home visits by the attendance teacher.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The school has staff a full-time school aide to assist with attendance issues and monitoring for the attendance efforts at our school. Additionally, the school will utilize DINI funds, Fair Student Funding, and Title I SWP funds to purchase incentives to encourage both positive behavior and attendance at M.S. 224</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Copies of attendance certificates and other awards Daily, weekly and monthly Attendance reports. Phone call logs Attendance bulletin board updated weekly.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	132				3		1	
7	132				7			
8	132		30		8	1	1	
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	· Achieve 3000 will be delivered to students during the 37.5 minutes each day. We also targeted 10 students performing in the bottom third in each class. The school is making a school-wide push on Formative Assessments. Classroom teachers have begun to use exit slips at the of each instructional period. There will be Arabic, French and Spanish listening centers in each of the ELA classroom. The school is implementing a Saturday AIS academy for all level 1 in ELA who are also SWD, ELLS and Hispanics and a Saturday Bilingual Academy for all ELS.
Mathematics:	· Everyday Math, Small Group and Tutoring. Pull-out during the school day, After School and Saturday Programs, Extended Day.
Science:	<input type="checkbox"/> Small-group test sophistication (grade 8), Project-Based Inquiry Science (grades 6 and 7), Saturday Programs
Social Studies:	<input type="checkbox"/> Small group test sophistication (grade 8); Small group instruction with Primary Source Materials (grades 6-8), Saturday Programs
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Conflict Resolution Small Group and Individual Counseling, Peer mediation. Pull-out during school day.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> n/a
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Conflict Resolution and Drug Abuse Counseling Small Group and Individual Counseling Pull-out during school day.

At-risk Health-related Services:

n/a

Language Instruction Program

- Language instruction educational programs for English language learners (ELLs) must meet State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two-Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: (b) purpose of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Part A: Language Allocation Policy

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

MS 224 currently implements a transitional bilingual program (TBE) for sixth, seventh, and eighth grade. There is one transitional bilingual class for each class, each having between 25 and 32 students. Class sizes in TBE classrooms are all smaller than their general education counterparts to allow the teacher to provide more targeted instruction within the classroom and more meaningful differentiation when planning. In the TBE classes, core subjects are taught bilingually in Spanish and English. In accordance with CR Part 154, students receive at least ten 45-minute (450 minutes) sessions of English language instruction per week, fulfilling mandates for students from beginner level through advanced. We also offer push-in ESL services for sixth, seventh, and eighth grade students (section 4.5 times a week for 15 minute periods) based on previous NYSELAT scores. A total of 43 students in MS 224 receive ESL pull out /push in services. Students are mapped according to their grade level in transitional bilingual programs. For the pull out ESL program, students are grouped by grade level and proficiency score on the New York State English Language Acquisition Test (NYSELAT). This grouping allows for course differentiation based on proficiency level and state service requirements.

revised Title III budget is described in Section III below.

The EL Services Department's program narrative has had the ELA been revised for 2010 and updated to include content (ell alphabet), themes, basic vocabulary and phrases, sight words, sentence structure, etc.) incorporates the Teacher's College curriculum into her lessons and uses the SIOP strategies while teaching. She implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-

Section II: Student and School Information

transitional bilingual program, ESL is taught approximately ten 45-minute periods a week in ELA. Also, ESL strategies are implemented in the content areas of Science, Social Studies, and Technology. The strategies implemented are **Grade Levels** schema building, and meta-cognitive questioning. Science classes use graphic organizers to build schema, visuals for **60%** comprehension, and hands on experiments and activities for experience. In the ESL pull out program, students are grouped by proficiency levels so that beginning and intermediate students, as determined by the NYSELAT, receive at least 225 minutes of ESL instruction per **Number of Students to be Served:** Week. A total of 43 students are designated by the NYSELAT, receive 180 minutes of ESL instruction per week, in compliance with CR part **LEP 148**

Non-LEP 250

At MS 224, teachers of both general education and bilingual education use the workshop model for teaching literacy. We use this model for **Number of Teachers** 25 and English Language Arts. The transitional bilingual teacher has both Spanish and English libraries for students. **Other Staff (Specify)** 2 LEP, 2 coordinators, 1 para-educator, 1 less-frequent business manager, 1 scaffold secretary, 1 para-professional, 4 school aides and academic language through the implementation of SIOP strategies. We also offer push-in in ESL services for sixth, seventh, **School Building** Instructional Programs/Professional Development Overview push in services. ESL curriculum focuses on providing additional math and literacy support to students while implementing SIOP strategies. Students build schema through graphic organizers, are **Section II: Title III, Part A: ELP Program Narrative** aid of an ELL grant, Long Term and SIFE ELLs are targeted with additional math and

literacy instruction through the use of Destination Math computer program to aid with math skills and the Achieve 3000 literacy computer program. After school and Saturday Academy programs provide additional opportunities for remedial or enrichment instruction. The ESL teacher offers an after school program for 1.5 hours three days during the week. In this program, students focus on basic phonics, decoding, and vocabulary, as well as oral fluency, theatre, and higher level comprehension. Saturday Academy is open to ELLs for three hours each Saturday and will start at the end of January, 2011. Students work on general language mastery, with a prioritized focus placed on comprehension and mastery of grade-level state standards.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Bilingual ELA teachers attend professional development provided by our consultant Goldmansour throughout the school year. Similarly, bilingual math teachers meet with a math network specialists and all monolingual teachers once a month to ensure that bilingual students are held to the same standards and curriculum plan as the rest of the school population.

The Bilingual Math teacher and ESL teacher attended a Q-TEL pd on scaffolding for ELLs, which will allow for differentiated instruction in Long Term ELL and SIFE target groups. Programs are provided both in English and in Spanish. Similarly, the Bilingual ELA and the ESL teacher attended a daylong professional development training session for Achieve 3000, a web-based literacy program designed to differentiate instruction according to reading level. This meeting allows for closer teacher collaboration while facilitating a regular means by which to provide relevant and applicable faculty development to address ELL needs in classrooms across content areas. Professional development workshops to share ELL instructional strategies for general education teachers will be led by the ESL teacher quarterly. There have several workshops on Achieve 300, independent work and online resources for ELLs, incorporating language objectives into content, and scaffolding strategies to access new content. Parent and community outreach programs extend from academic recognition to arts promotion.

Section III. Title III Budget

School: 07X224

Title III Budget \$ 19,620

BEDS Code: 320700010224

Combined Allocations:

- Title III Immigrant \$6,729
- Title III LEP \$12,891

PREPARED BY Jean Osborne, Assistant Principal

Submitted to Ms. Lewis, Principal, Ms. Fryer, Ms. Liriano, Mr. Johnson, Ms. Andre

Allocation Amount			
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for title.	Total
Professional Salaries Per session	Teacher Per Session (2 Teachers X 4 hours x 14 Saturdays X \$49.89 =) \$5,587.68 Supervisor Per Session (1 Supervisor x 4 Hours x 14 Saturdays x \$52.21=) \$2,923.76	The instructional program that will be implemented will take place on Saturdays. The Saturday Academy Program will be open to all ELL students, regardless of proficiency level. The academic focus will be on reading, writing, and grammar skills. We will serve 90 students across grades 6, 7, 8. The language of instruction is English. The teachers who will provide instruction are bilingual and speak Spanish, French, and Haitian Creole. The duration of the program will be 14 weeks, beginning on Saturday, January 22, 2011 and ending on Saturday, May 28, 2011.	\$8,511.44
Supplies and Materials (Including Books)	\$9,146.56**	Composition notebooks, writing supplies, NYSESLAT instructional kits, leveled reading books.	\$9,146.56
Parental Involvement	\$1,962.00	Workshops and Culminating Activity to be determined	\$1,962.00

***Ms. Fryer is contacting Attanasio & Assoc. and Hampton Brown publishers (for ELL programs) for books, materials and professional development for middle schools students. {To be presented today 12/20/10.}

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

Approximately 70.4% of the students are of Hispanic decent. All materials sent home to parents are translated and sent in both English and Spanish to ensure comprehension. In addition, the phone master calls are made in both English and Spanish.

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.
 - Through the home language survey and NYStart data we determined the percentage of Hispanic students.
 - All documents going to parents are translated. We will send this message via the Phone Master in September.
 - In 2009-2010 we will focus on making sure the general postings on our new website will be in English and Spanish.

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.

All materials are given to the schools' Parent Coordinator and a school aide to translate into Spanish.

- a. We will provide translation services for the following:

- Monthly Calendar
- Letter to Parents
- Report Cards
- Progress Reports
- Notices to Parents
- Trip Consent Forms

These services will be provided by in-house staff.

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



- Oral Interpretation services will be provided as follows:

Parent Association Meetings

Assembly Programs

Open School Nights

Any special event

To communicate with a staff member that does not speak Spanish

These services will be offered by in-house staff

When necessary my Parent Coordinator will provide translation services. When the Parent Coordinator is unavailable the school has 3 school aides who all can provide translation services.

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>.

Again, all materials distributed to parents, students and staff members are translated into Spanish. Including parent handbook, student handbook, staff manual and school safety plans.

We will do the following in notifying parents of their rights

We will provide written notification and will also present orally at our Fifth grade Parent Orientation/ Curriculum Night in October 2010

We will post a sign near in the Main Lobby near our sign in desk indicating where a copy of such written notification can be obtained.

Our main office is staffed by Bilingual personnel and in the case of an emergency parent will be able to communicate with the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$354,563	\$114,175	\$468,738
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,545	\$1,141	\$468,738.63
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,728	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,456	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

All teachers hired are licensed in their content area.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I: GENERAL EXPECTATIONS

The Science School for Discovery and Exploration agrees to implement the following statutory requirements:

- > The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- > The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- > The school will make the School Parental Involvement Policy available to the local community.
- > The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- > The school will adopt the school’s school-parent compact as a component of its School Parental Involvement Policy.
- > The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

* * * * *

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY

COMPONENTS

1. The Science School for Exploration and Discovery will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1112 of the ESEA:

- > Will seek additional parent members of the School Leadership Team
- > Provide **incentives** for parental involvement
- > Increase Parental involvement by holding Coffee and Conversations a monthly meeting time where parents can meet with the Principal informally to discuss challenges, areas of improvement and compliments
- > Presentation by Principal at Parent Association Meeting

2. The Science School for Exploration and Discovery will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- > Copies of the School Parent Compact will be available in the Main Office.
- > The school will provide monthly workshops to address the needs of parents.
- > The school will present a survey to parents about their opinion on improving the school.
- > School Parent Compact will be reviewed annually by the School Leadership Team.
- > Compact will be amended based upon need (i.e. school improvement status, safety concerns, innovative ideas)

3. The Science School for Exploration and Discovery will provide the coordination, assistance and planning of effective parental involvement activities under Title I, Part A to improve student academic achievement and school performance:

- > Coordinate workshops to discuss ways parents can help their children succeed in school.
- > Programs, such as Saturday ELL Academy and Saturday AIS Academy will be provided and parents will be notified of such programs through mailings in both Spanish and English, as well as Parent meetings

4. The Science School for Exploration and Discovery will coordinate and integrate parental involvement strategies and activities under Title I, Part A to improve student academic achievement and school performance:

Monthly parent workshops that we begin after we have disseminated and collected our Parent Involvement survey

5. The Science School for Exploration and Discovery will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- > The school will survey the needs of parents and children.
- > Parent surveys will be mailed to parents in **English and Spanish** as well as being distributed at Parent Association meetings.
- > Parent coordinator, parents and members of the School Leadership Team will develop a parent survey as well as coordinate the

distribution of this survey.

> Parents and members of the School Leadership Team will coordinate the collection and analysis of said survey sheets

6. The Science School for Exploration and Discovery will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

> The school may create a school-parent compact as a component of its School Parental Involvement Policy

a. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

a1. The school will provide parent conferences that will address the State's academic standards

b. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

> The school will engage parents and students in hands on activities that will provide a better understanding of what their children are learning.

> With the assistance of our Parent Coordinator the school will provide **monthly workshops** for students and parents to address academic success and strategies for improvement..

> The school will recruit parents to provide parent assemblies.

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

> The school will communicate with outside agencies to provide support to the students, parents and the entire school community.

> The school will conduct meetings with parents outside of school building.

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

> Written correspondence shall occur in both English and Spanish, including all notices and letters pertaining to Title I funded activities.

* * * * *

PART III: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- > creating parent book clubs and invite authors to school; initiate a fathers' group, a parent attendance group and invite parents to present workshops for other parents on topics of interest with the support of the school and community.
- > involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- > providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- > paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- > training parents to enhance the involvement of other parents;
- > in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- > adopting and implementing model approaches to improving parental involvement;
- > developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- > providing other reasonable support for parental involvement activities under section 1118- Parent Involvement, as parents may request.

* * * * *

PART IV: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by The Science School for Exploration and Discovery on September 1 2009 and will be in effect for the period of 1 years. The school will make this policy available to all parents of participating Title I, Part A children on or before October 30, 2011.

(Signature of Authorized Official)

(Date)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

The Science School for Exploration and Discovery and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Note: Provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact

PART I: REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Science School for Exploration and Discovery will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The Science School for Exploration and Discovery is recognized as a safe, secure and supportive learning environment that enables children to participate in an engaging inquiry based curriculum. Monthly professional development for ELA and Math teachers, as well as monthly professional development opportunities for all staff will insure a high-quality curriculum and that high quality instruction will take place. In addition, the school has contracts with outside institutions to provide academic supports such as Goldmansour our consultant, LEAP (Learning through the Arts).

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice per year:

The leadership and staff of the Science School have a strong belief in the importance of parent involvement and therefore offer parent meetings on a flexible schedule. Furthermore, the Science School will reach out to parents when their child is failing to meet academic standards. In addition, staff members are available to attend Parent Association Meetings to inform parents about student progress and programs.

3. Parents may request a progress report and teacher will provide a report within reason. In addition, parents whose children receive intervention services will receive periodic progress reports based on intervention services provided.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Leadership and school staff are always available to meet with parents as needed. When teachers are required to be present, specific appointments will be scheduled with the assistance of the Parent Coordinator to insure that the teacher does not have a regularly scheduled class at that time.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The Science School recognizes the importance of parental involvement and therefore always welcomes parents to volunteer their time everyday of the week. In addition, parents are welcome to schedule classrooms visits in which their children are enrolled, as well, observe class projects or activities conducted by their children.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Reviewing homework and making sure that it is completed.
- Supporting the school's discipline policy
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Express high expectations and offer praise and encouragement for achievement
- Making education a priority in the home
- Talking with my child daily about his/her classes ,including what they learned and school activities they enjoyed

- Making sure my child is prepared everyday for school
- Making sure my child is well rested and prepared to learn

□□

PART II: OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Listen and follow directions
- Come to school with the necessary tools of learning- pens, pencils, books, etc.
- Study for tests and assignments
- Make sure that I receive adequate sleep every school night
- Follow the school's/class' rules of conduct
- Follow the school's dress code
- Come to school on time ready to do our best and be the best
- Be honest and respect the rights of others

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

The Science School for Exploration and Discovery will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many

parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Science School for Exploration and Discovery will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
3. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School Parent(s) Student _____

Date Date Date _____

PLEASE NOTE THAT NO CHILD LEFT BEHIND ACT DOES REQUIRE SCHOOL PERSONNEL AND PARENTS TO SIGN THE SCHOOL-PARENT COMPACT. HOWEVER, IF THE SCHOOL AND PARENTS FEEL SIGNING THE SCHOOL-PARENT COMPACT WILL BE HELPFUL, SIGNATURES MAY BE ENCOURAGED.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School-wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School-wide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

After reviewing our data from the New York State Education Department, the DOE Progress Report, the findings from the SURR team and the findings from the Quality Review and the findings of our Children's First Inquiry Team work, we have determined that our school exhibits many areas of strength as well as has several areas that continue to need strengthening. (Please see Section IV for a description of these needs).

2. School-wide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

MS 224 will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in the following ways:

- MS 224 will continue to implement the following organizational changes.
 - Create small class size in grade 6, each class will have 22 students.

- Each class will have a Target 10 list of students in each class. This group of students will receive 37.5 minutes of small group instruction each morning from Monday to Friday.
- Teachers will also targeted and focus on these students in the conferencing time during each instructional period.
- MS 224 will adhere to state regulation by
 - o Adhering to state standards using performance indicators to gauge success.
- Beginning implementation of National Common Core Standards.
 - MS 224 will increase in academic rigor through the professional development and implementation of the following school wide instructional strategies:
 - Adding more rigor to the Task
 - Writing across the Content Area
 - Use of Bloom's Taxonomy in planning lessons and activities.
 - Ensuring that teachers are planning from the New York State Standards
- Professional Development for teaching English Language Learners

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

MS224 has identified 35 8th grade math students who will participate in an enriched and accelerated curriculum. They will take the 8th grade NYS Math exam in May, as well as the High School Algebra Regents exam in June. Students will complete online coursework via the Plato program, in addition to accelerated teacher-directed math coursework, to prepare for this exam.

- o Meet the educational needs of historically underserved populations.

MS 224 will continue to purchase high-interest literature for classroom libraries. Teachers in all content areas will also integrate technology into class work, lessons and homework assignments in order to increase student engagement. Increased emphasis on minority and female perspectives in History instruction.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs.

MS224 will implement the academic enrichment programs and AIS pull-out programs described above. MS224 staff members are working towards rolling out a mentoring program this year. Guidance Counselor will facilitate small-group counseling.

o Are consistent with and are designed to implement State and local improvement.

MS 224 will continue partnerships with local organizations like the Brook Avenue garden. MS224 also has an after school outreach program, run by the CBO Aspira, in which ELL students visit a local senior center.

3. Instruction by highly qualified staff.

All teacher licenses have been reviewed and reassignments have been made consistent with their certification.

(Double check on this validity).

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

· Professional Development in areas identified through Quality review And SURR review have been programmed for next year. This includes:
• Professional development to support literacy in every content area, implementation of data analysis using ARIS, performed by Inquiry Teams for each content area, standards based planning and adding more rigor to the task

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- a. Attendance at Hiring Halls
- b. Reach out to Universities
- c. Teach for America
- d. Teaching Fellows
- e. DOE Open Market

6. Strategies to increase parental involvement through means such as family literacy services.

- Invite parents to class celebrations of academic accomplishments
- Invite parents to workshops

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Teachers will be members of the School Inquiry Team
- Teachers will use DOE Predictive and Scantron assessments to identify strengths and weaknesses and plan accordingly
- Departments will create their own pacing calendars, curriculum maps and unit quarterly assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Struggling students receive 37.5 minutes each morning
- Students also attend a Saturday AIS academy and a Saturday ELL academy for all ELLS/SWD/HISPANICS who are performing at level 1 and 2 in ELA.
- Students will receive Achieve 3000 and Common Core Targeted writing.
- Teachers conduct 2 conferences each day with the students performing at level 1 and 2. Students identified are also from the 3 sub-groups to which the school did not make AYP (ELLS/SWD/HISPANICS)

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

a. We are coordinating our efforts with the following programs to provide our students with the best support services possible :

1. Learn It
2. CBO - ASPIRA
3. **21st Century Grant**

Section II: "Conceptual" Consolidation of Funds in a Title I School-wide Program (SWP)

Explanation/Background:

Title I School-wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a School-wide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

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

Most, if not all, School-wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School-wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School-wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school-wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's School-wide Program, the amount each program contributes to the consolidated School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			\$297,832.92	True	
Title I, Part A (ARRA)	Federal	Yes			\$113,033.25	True	
Title III	Federal	Yes			\$19,620	True	
Tax Levy	Local	Yes			\$1,898,985	True	

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and



8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Corrective Action Year 1
Comprehensive **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

 The school did not meet AYP in ELA within the 3 sub-groups (Ells, SWD and Hispanic students) for grades 6 to 8, which is why the school is Corrective Action year 1. With close to ¼ of our students receiving Special Education services, and most classified as learning disabled. Some of the challenges are the following academic skills have been challenging difficult for this population include: reading comprehension, sequencing, listening, ability to copy, number/letter reversal, remembering of number facts and order of operations, and the ability to grasp abstract math concepts. In 2008-2009 the school made AYP with safe harbor in ELA, in 2009 to 2010 the school did not meet AYP in ELA. In 2010 to 2011 the school is expecting to meet AYP due to all of the instructional supported provided to students within the 3 subgroups to which we did not make AYP.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 Math - See Action Plan (Section VI).
 1. Students will attend a Saturday AIS program for all level 1 and 2 students in ELA,
 2. Students will attend a Saturday Bilingual Academy for all of our Bilingual students so that they can received academic supports to ensure that they pass the NYSESLAT.

3. Students will also receive classes such as Achieve 3000 and Common Core Targeted Writing during the day to provide additional instructional supports to students.
4. 5 students were targeted for Inquiry in ELA, Social Studies and Science the students are also from the 3 subgroups to which we did not make AYP.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.



Professional Development-

Goldmansour PD on formative assessments, tiered task and flexible grouping to ensure that teachers know how to differentiate to meet the needs of students from all 3 sub-groups.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

- All new teachers will be assigned a mentor teacher to work with them on a week basis (as per the Chancellor's mentoring requirements).
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

All parents were and will be notified via a school mailing of the current NCLB / SED status. Also at each PA meeting, discussions will center on current accountability status. Finally, SLT meetings will involve discussions addressing current accountability status and interventions.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
19
2. Please describe the services you are planning to provide to the STH population. A list of students in temporary housing will be distributed to administrators and counselors so this student population can receive the appropriate support that they need. School supplies and school uniform will be provided at no cost if needed. At risk counseling (once a week or on an as-needed basis) will be provided. Communication will be initiated with the STH liaison/content expert for any issues involving enrollment, transportation, immunization, records, etc. Our school's STH liaisons/ content experts are Regina Ross (718-741-8595) and Stephanie Dyer (718-741-7783).

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. / I.S. 224					
District:	7	DBN:	07X224	School		320700010224

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.8	90.7	89.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		88.3	91.9	88.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	107	114	128	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	111	119	124		84.9	95.5	95.1
Grade 8	138	114	129				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	16	20
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	356	347	382	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	20	14

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	32	32	Principal Suspensions	8	15	23
# in Collaborative Team Teaching (CTT) Classes	0	0	7	Superintendent Suspensions	16	22	23
Number all others	45	41	41				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	50	61	TBD	Number of Teachers	29	27	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	6	7
# receiving ESL services only	44	47	TBD				
# ELLs with IEPs	3	14	TBD	Number of Educational Paraprofessionals	0	0	1

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	11	40	% fully licensed & permanently assigned to this school	100.0	100.0	95.0
				% more than 2 years teaching in this school	27.6	25.9	84.6
				% more than 5 years teaching anywhere	24.1	29.6	46.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	66.0	78.0	92.3
American Indian or Alaska Native	0.0	0.0	1.0	% core classes taught by "highly qualified" teachers	91.8	95.0	83.0
Black or African American	26.1	25.9	24.6				
Hispanic or Latino	71.3	71.8	71.2				
Asian or Native Hawaiian/Other Pacific	1.4	1.2	1.8				
White	1.1	1.2	1.3				
Male	53.4	53.9	54.7				
Female	46.6	46.1	45.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					v
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	X				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
Student groups making	4	6	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	61.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 401	District 07	School Number 224	School Name The Science School f
Principal Jenelle Lewis		Assistant Principal J. Osborne / R. Cole	
Coach Tiffany Lincoln		Coach	
Teacher/Subject Area Ruth Andre / ESL		Guidance Counselor Suzanne Ross	
Teacher/Subject Area Emma Fryer / Bilingual ELA		Parent type here	
Teacher/Subject Area Adam Johnson /Bilingual Math		Parent Coordinator Michelle Cruz	
Related Service Provider Ruth Andre		Other type here	
Network Leader Alice Brown		Other type here	

B. 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	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	29

C. School Demographics

Total Number of Students in School	382	Total Number of ELLs	138	ELLs as Share of Total Student Population (%)	36.13%
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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.

Part II. ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.
 - a. administering the HLIS,
 - i. which includes the informal oral interview in English and
 - ii. in the native language, and
 - iii. the formal initial assessment.
 - b. Identify the person(s) responsible,
 - i. including their qualifications, for conducting the initial screening,
 - ii. administering the HLIS,
 - iii. the LAB-R (if necessary), and
 - iv. the formal initial assessment.
 - c. Also, describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test.

Last year, NYSESLAT scores were used to assign students to Transitional Bilingual classroom for grades six, seven, and eight and continued to inform our grouping for 2010-2011. Like last year, the information helped us form groups for ESL classes and decided how to target student instruction. For example, because the bilingual program enrolled more beginner and intermediate students, targeted instruction and remedial curriculum was implemented. On the other hand, the ESL program served more advanced students who benefited from a curriculum with raised rigor and targeted instruction to raise their NYSESLAT levels to proficient.

The school's certified ESL teacher is responsible for administering the HLIS, which includes the informal oral interview in English and the native language, as well as the formal initial assessments. The ESL teacher is also responsible for administering the Lab-R during the first 10 days of a new student's arrival to MS224x.

ELLs are annually evaluated using the New York State English as a Second Language Achievement test; all teachers of ELL students and students participating in bilingual classes are responsible for administering this assessment. Student data from exams including the students' state test scores, LAB-R scores, and NYSESLAT scores on ELLs is digitally accessible for all teachers. Cross-content collaboration among all teachers, general educators, special education educators, and certified English Language Learners' teachers share students' student mastery levels of content and skills to facilitate more informed teaching with differentiated and targeted instruction for strategically grouped student cohorts.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional, Bi, Dual-L, and Freestanding ESL). Please describe the process, outreach plan, and timelines.

There are a number of structures in place that help to ensure that parents are aware of the program choices available for their child. The first step is the home language survey completed by families upon enrollment in the school system. Additionally, parents are invited to an orientation organized by the parent coordinator and the ESL teacher to learn about program options for bilingual students. The ELL Parent Orientation video online is available at [http://schools.nyc.gov/academic/ELL/Family resources/ellorientationvideo2010.htm](http://schools.nyc.gov/academic/ELL/Family%20resources/ellorientationvideo2010.htm) in 13 languages. Parents of newly admitted students are made aware of their program options and are invited to the next orientation session. MS 224 offers transitional bilingual education and English as a Second Language program for students. The fall orientation for parents was held in October, in compliance with CP part 154. Parents are given program selection forms to compile after the orientation. Documents for Program Selection are always available on the school's website in English, Spanish, French, Haitian Creole, and Arabic, including copies of entitlement letters, parent guides, parent surveys for program selection, and placement letters for TBE and ESL programs. 2). A timeline for outreach structures in place is below:

Date	Structure
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Upon Enrollment	Home language survey, new students meet with parent coordinator, ESL teacher, Assistant Principal, to discuss 2 program choices – Transitional Bilingual, and Freestanding ESL.
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Early October Program choices are discussed further at Parent Orientation
 Late October Option/selection letters are returned to the school at the end of October
 Early December Follow-up by the parent coordinator/ESL teacher
 March Follow-up by the parent coordinator/ESL teacher

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 CRP-154)

Entitlement forms are distributed and explained at parent orientation in October as well as throughout the school year. As shown on the timeline above, follow up by parent coordinator occurs in October, December, and in March. Entitlement forms are tracked, photocopied and kept on file with the ESL coordinator. In addition, letters are sent home as a reminder during the month of October and periodically.

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.

An informal interview is administered to students upon entry, in English and in the student's home language. The Spanish language interview is administered on site, with a translator used for other language if necessary. The HLIS survey is used for language identification; and identification of SIFE. Within 10 days of entry, the LAB-R assessment is administered. Consultation with parents occurs at parent orientation and parent teacher conferences to discuss LAB-R results. Parents will complete Program Selection Survey.

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.)

A transitional bilingual program is commonly selected for newcomers to the United States. There have been 3 instances of further informal consultations to explain our rationale to parents.

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.

Yes, the program models offered at M.S. 224 are aligned with parent request. Specific steps to build alignment between parent choice and program offerings include informal meetings with the parent coordinator and supplemental programs for academic intervention.

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)?

MS 224 currently has transitional bilingual program for sixth, seventh, and eighth grade. There is one transitional bilingual grade. We also offer push-in ESL services for sixth, seventh, and eighth grade, servicing students 4-5 times a week for 45 minute periods, depending on previous NYSESLAT scores. A total of 57 students in MS 224 receive ESL pull out /push in services.

Students are grouped according to their grade level in transitional bilingual programs. For the pull out ESL program, students are grouped by grade level and proficiency score on the New York State English as a Second Language Achievement Test (NYSELAT). This grouping allows for course differentiation based on proficiency level and state service requirements.

The ESL support services are both pull out and push in. The ESL teacher incorporates online Achieve 3000 curriculum into her lessons and uses the SIOP strategies while teaching. She implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-reading strategies with the students.

In the transitional bilingual program, ESL is taught approximately 5 periods a week in ELA. Also, ESL strategies are implemented in the content areas of Mathematics, Science, and Social Studies. The strategies implemented are modeling, schema building, and metacognitive questioning. Science classes use graphic organizers to build schema, visuals for comprehension, and hands on experiments and activities for experience.

In the ESL pull out program, students are grouped by proficiency level so that beginning and intermediate students, as determined by the NYSESLAT, receive at least 225 minutes of ESL instruction per week. Advanced students, as designated by the

NYSELAT, receive 180 minutes of ESL instruction per week, in compliance with CR part 154. There is also occasional push-in collaboration with content teachers.

b. What are the program models?

The program model for Transitional Bilingual education is heterogeneous on each grade level. For ESL, the programming is organized by proficiency level and homogenous by grade level. The lowest group in this program is homogenous by academic level, but heterogeneous by grade (implemented during our school's AIS period).

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, DL, ESL)

MS 224 currently implements a transitional bilingual program (TBE) for sixth, seventh, and eighth grade. There is one transitional bilingual class for each class, each having between 27 and 35 students. In the TBE classes, core subjects are taught in Spanish and English.

Beginner – 60% Spanish 40% English

Intermediate – 50% Spanish 50% English

Advanced – 25% Spanish 75% English

In accordance with CR Part 154, students receive at least ten 45-minute (450 minutes) sessions of English language instruction per week, fulfilling mandates for students from beginner level through advanced. We also offer push-in in ESL services for sixth, seventh, and eighth grades, serving students 4-5 times a week for 45 minute periods, depending on their NYSESLAT scores. A total of 57 students in MS 224 receive ESL pull out /push in services.

Students are grouped according to their grade level in transitional bilingual programs. For the pull - out ESL program, students are grouped by grade level and proficiency score on the New York State English as a Second Language Achievement Test (NYSELAT). This grouping allows for course differentiation based on proficiency level and state service requirements.

The ESL support services are both pull out and push in. The ESL curriculum includes leveled libraries, Achieve 3000, and also addresses language foundation content (i.e.: alphabet, phonics, basic vocabulary and phrases, sight words, sentence structure, reading and writing, etc.). The ESL teacher incorporates scaffold instructional strategies throughout the curriculum into her lessons and uses the SIOP strategies while teaching. She implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-reading strategies with the students.

In the transitional bilingual program, ESL is taught approximately ten 45-minute periods per week in ELA. ESL strategies are implemented in the content areas of Mathematics, Science, and Social Studies. The strategies implemented are modeling, schema building, use of graphic organizers and metacognitive application. Science classes use graphic organizers to build schema, visuals for comprehension, and hands on experiments and activities for experience.

In the ESL pull out program, students are grouped by proficiency level so that beginning and intermediate students, as determined by the NYSESLAT, receive at least 225 minutes of ESL instruction per week. Advanced students, as designated by the NYSELAT, receive 180 minutes of ESL instruction per week, in compliance with CR part 154. Program cards are reviewed for adherence to Part 154 guidelines to ensure proper implementation of language allocation.

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.

The Transitional Bilingual Education provides content instruction with content certified teachers. Instruction is conducted in both languages with Spanish support (offered with supplemental texts and interactive computer activities) ESL teaching strategies are used to incorporate language learning into content lessons. ESL strategies focus on integrated language and content lessons supplemented with differentiated work targeted to the students' learning style, cultural relevant classroom needs, as well as their language and content abilities. Students also make use of differentiated computer/internet programs (Teenbiz3000) and guided reading instruction. The ESL students receive content area instruction in English with the support of ESL teaching strategies. ESL teaching strategies are implemented in a pull-out group setting, and/or by collaborating with content teachers during planning stages to allow for differentiated independent work for ELLs in class or the general implementation of ESL teaching approaches.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE

Identified SIFE students receive targeted remedial instruction in class with differentiated expectations to encourage class inclusion regardless of gaps in content. The strategies taught in this differentiation allow them to remain cognitively stimulated according to their maturity and development level, reducing disengagement and ostracism risked without such measures. The aim of such strategies is to reduce the students' academic frustration level while still maintaining a holistic and balanced perspective of the student. This inclusion further encourages students' social development while maintaining a collaborative presence in the classroom community.

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.

Newcomer ELLs typically receive the maximum service attention per their score on the NYSESLAT, since newcomers who have spent less time in the United States tend to be classified with beginner-level scores on initial English language assessments and diagnostics. Newcomers' instructional needs are determined by their initial assessments and English diagnostics. Their instruction becomes simultaneously focused on rapidly building basic English vocabulary and grammatical structures: Basic Interpersonal Communication Skills (BICS). While much of their time is spent with vocabulary and syntactical structure that is fundamental and often otherwise below grade-level standards, their instructional plan also explores and aims to accommodate higher level cognitive processing skills that are more age and grade-level appropriate. Student growth is then planned and tracked through mastery of MS 224's cumulative curriculum of ESL learning objectives. Individual adjustments are accounted for as needed.

c. Describe your plan for ELLs receiving 4-6 years of services

ELLs who are receiving between 4-6 years of services typically demonstrate a common mastery of BICS in their daily student life. Additional emphasis is then placed on the understanding and articulation of higher order cognitive development in language. To do this, students are challenged to be accountable for more rigorous content vocabulary, independence in metacognition, and general Cognitive Academic Language Proficiency (CALPs).

d. LTE?

Long term ELLs continue to receive ESL and bilingual services. Data analysis of NYSESLAT and state assessments help teachers to provide appropriate support for these students. Students are invited to participate in extended day programs and school interventions. Long term ELLs and students who are achieving proficiency but still require transitional support are mainstreamed into general classroom settings once they pass the NYSESLAT proficiency exam. Further support is provided by ESL support with targeted math or science instruction depending on the students' needs.

5. 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.

In the transitional bilingual program, the native language is used in NLA and Math, Social Studies, and Science instruction. Some lessons are taught in the native language to assure that students are reaching content standards as well as language goals. When teaching the class in English, teachers provided alternate instruction and supplemental materials in the students' native language such as Achieve 3000; small group instruction,

In order to assess students in English reading programs, we use the Fountas and Pinnell leveling assessment. We also use the NYSESLAT and the LAB-R to assess English proficiency in all areas. These assessments help us target areas of strength and concern for our students. Their English reading levels help us direct them to books that are on their independent and instructional levels.

Teachers keep their expectations high to ensure that all aspects of the Academic rigor is ensured in all aspects of the curriculum because teachers keep their expectations high. All bilingual, ESL, and monolingual teachers have high expectations for their students to meet not only provide remediation for ELLs but to also challenge them with grade level concepts and standards. Thus, while ELLs receive modifications for their learning, the standards and expectations for their content mastery are equal to those of the general population.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Student who are proficient, continue to receive testing accommodations required by New York State law. School staff provide periodic support for these students.
Long term ELLs and students who are achieving proficiency but still require transitional support are mainstreamed into general classroom settings once they pass the NYSESLAT proficiency exam. Further support is provided by ESL support with targeted math or science instruction depending on the students needs, as determined by the general education teachers' assessments.

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

In addition to classroom differentiation, SIFE students receive teacher and parent coordinator outreach for supplemental instruction before and after school during the weekdays. Achieve 3000, a computer –based literacy program and an ELL Saturday academy will provide supplemental instruction for these students. A select division of the school inquiry team will be composed of group of teachers and members of the administration dedicated to the advancement of all ELLs. The members of this committee will specifically consider certain subgroups of targeted ELLs whose are believed to be most critically in need of development. The information gained from this committee will be used to:

- 1) identify targeted ELLs,
- 2) create and implement a Saturday Academy curriculum for targeted ELLs to research and implement school-wide professional development workshops to train all teachers in effect ELL strategies.

Finally, the committee will reach back to the students for feedback on their instruction to improve practices by surveying students' academic gains and attitudes and by a small but diverse group ELL student representatives (whose demographics range from New Admits to Long Term ELLs, Beginners through Advanced levels). Beyond improving our curriculum and implementation, this feedback will help students raise their own educational metacognition.

8. What programs/services will be discontinued and why?

The "Destination Math" program, which was utilized by the bilingual math teacher in TBE, will no longer be implemented, as it did not support students' English language abilities. No other programs/services will be discontinued in the upcoming school year.

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

ELLs are afforded equal access to all school programs.

Our ELL population participates in the Bronx Ensemble Arts Program, and Creative Connections which includes musical instrument instruction.

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

At MS 224, teachers of both general education and bilingual education use the computer based Achieve 3000 and the Accelerated Reader Programs. Students receive English Language Arts instruction using a balanced literacy approach for both reading and writing. This model is used for Native Language Arts as well.. The transitional bilingual teacher has both Spanish and English libraries for students. While teaching English Language Arts to bilingual students, the teachers implement more visuals and scaffolding. Students are supported to learn content and academic language through the implementation of SIOP strategies.
We also offer push-in in ESL services for sixth, seventh, and eighth grade. There are 57 students in MS 224 that receive ESL pull out or push in services. ESL curriculum focuses on providing additional math and literacy support to students while implementing SIOP strategies. Students build schema through graphic organizers, are presented with visuals for comprehension.

11. How is native language support delivered in each program model? (TBE, DL, ESL)

Students follow the Transition Bilingual Education model of gradual increase in English language instruction and decrease of Spanish language instruction to foster a growth of independence in English. State tests are provided in native language or translated by a certified interpreter for content area subjects: mathematics and science. ESL instruction is conducted in monolingual English, as per the definition of the English as a Second Language classroom. Native language support is offered, however, through the use of bilingual

dictionaries and glossaries, reference books and supplemental materials in the native language, and strategic homogeneous linguistic grouping.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, required services, support, and resources correspond to ELLs' ages and grade levels. Students in all programs receive grade level instruction in all subject areas, with differentiated support using supplemental materials such as independent reading books and the Achieve 3000 literacy program.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

New and continuing ELL students have access to internet resources that provide support for the needs of our school's ELL population. Students are encouraged to attend Title III summer program.

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.)

Bilingual language arts teachers meet with the ELA teachers once a week to discuss the content outline and curriculum expectations as they align the content of the English Language Arts curriculum. Bilingual ELA teachers attend The Quality Teaching for Secondary English Learners (QTel) professional development at a summer institute and bimonthly workshops throughout the school year. Similarly, bilingual math teachers meet with a math curriculum specialist and all monolingual teachers once a month to ensure that bilingual students are held to the same standards and curriculum plan as the rest of the school population.

The Bilingual Math teacher and ESL teacher will allow for differentiated instruction in Long Term ELL and SIFE target groups. Programs are provided both in English and in Spanish. Similarly, the Bilingual ELA and the ESL teacher attended a daylong professional development training session for Achieve 3000, a web-based literacy program designed to differentiate instruction according to reading level.

At MS 224, teachers of both general education and bilingual education use the balanced literacy approach for teaching literacy. We use this model for both Native Language Arts and English Language Arts. The transitional bilingual teacher has both Spanish and English libraries for students. While teaching English Language Arts to bilingual students, the teachers implement more visuals and scaffolding. Students are supported to learn content and academic language through the implementation of SIOP strategies.

The ESL teacher incorporates the balanced literacy curriculum into her lessons and uses the SIOP strategies while teaching. In order to assess students in English reading programs, we use the Fountas and Pinnell leveling assessment. These assessments help us target areas of strength and concern for our students. To assist teachers of ELL students, professional development sessions are given to all ELA teachers of bilingual students; these PD sessions, facilitated in weekly ELA meetings after school. The ELA teachers (including both general education, special education and bilingual education ELA teachers, as all 3 groups service English Language Learners) take part in this professional development program.

ESL and ELL strategies are shared with content specialists on a weekly basis at a content leader meeting. This meeting allows for closer teacher collaboration while facilitating a regular means by which to provide relevant and applicable faculty development to address ELL needs in classrooms across content areas.

Professional development workshops to share ELL instructional strategies for general education teachers will be led by the ESL teacher quarterly. Anticipated topics include TeenBiz 3000, independent work and online resources for ELLs, incorporating language objectives into content, and scaffolding strategies to access new content.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

A model of sheltered instruction environments supports the transition of ELLs from elementary to middle school for ELL students within classrooms throughout the school. Sheltered instruction in these classrooms provides predictability and a sense of security for both teachers and students as they explore how meet the needs of transitioning between school cultures. Parent coordinators and school counselors also consult with parents, students and teachers to determine more situational-specific needs during this transition. Finally, ELLs may access peer support that is heterogeneous by age level in the ELL after school program. The guidance counselor supports ELL students transition through the high school application process.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As indicated in the descriptions above, all staff members receive a minimum of 10 hours of ELL-related professional development each year.

Parental Involvement

1. Describe the parent involvement in your school, including parents of ELLs.

The families of ELLs are included in the school community through invites to all of our school events and meetings. Our parent coordinator meets with parents and will hold meetings regarding the programs for ELLs and ESL workshops. Thus far we have held meetings for parents of ELLs to introduce them to our Transitional Bilingual and ESL programs as well as parent teacher night. We will continue to hold meetings to keep them informed about developing curriculum.. The parent coordinator also sends home resources, such as school newsletters and calendars in Spanish.

MS224 partners with the CBO Aspira to provide workshops and services to ELL parents. These are organized with the assistance of the parent coordinator.

Surveys during parent workshops and conferences, as well as informal interviews with parents, assist the staff at MS224x in evaluating the needs of parents.

Parent and community outreach programs extend from academic recognition to arts promotion. Honor roll students and their families are recognized one evening every term at an Honor Roll Awards Banquet. Family and community members are also invited to a night to celebrate dance twice a year to showcase student work in their ballroom dance class.

Monthly parent association meetings are offered in both English and Spanish in two separate sessions, and are run by the Parent Coordinator. At this meeting, informational materials regarding English classes for parents are also distributed. At MS 224, teachers of both general education and bilingual education use the balanced literacy model for teaching literacy. In order to assess students in English reading programs, teachers use the Fountas and Pinnell leveling assessment. These assessments help us target areas of strength and concern for our students.

We have levels "aa" through "Z" on the Fountas and Pinnell system, indicating wide range of differentiation. Teacher training on literacy education and teaching points within individual reading levels and also for grouped reading bands of 3-4 similar levels of literacy. ELLs are roughly between 6 and 0 years below grade level in English literacy. 6th grade ESL shows more students (proportionally) closer to or at grade level. In 6th grade bilingual 1/4 of the class are between 5 and 6 grade levels behind. About 1/2 of the class is between 3 and 4 grade levels behind. The remaining 1/4 of the class are between 2 and 0 grade levels behind.

Seventh grade ELLs indicate a wider range of student achievement, with the lowest number of beginner students (5+ grade levels behind). All ESL beginner students in 7th grade have IEPs. Majority of 7th grade ESL students are between 1-2 grade levels behind. For the 7th grade bilingual class, 1/4 of the students are reading at or within one year of being at grade level, 1/2 the class is between 2 and 4 grade levels behind. The remaining 1/4 are newcomers who are approximately 6-7 grade levels behind.

In general, 8th grade ESL students are about 4 grade levels behind in English literacy. In the 8th grade bilingual class, about 1/4 of the students are reading at or within two years of being at grade level, 1/2 the class is between 4-5 grade levels behind. The remaining 1/2 are newcomers who are approximately 6-7 grade levels behind.

Teaching strategies for each level are accessible to teachers through the Achieve 3000 compere-based program, which targets instructional needs at each grade and reading/writing level and better differentiate for student growth. Generally, beginner level student instruction focuses on vocabulary building and basic familiarity with written English structures. Intermediate students work on more technical revision of their understanding English writing structures (higher level syntax, familiarity with irregular phrasing, etc.), understanding cultural expressions (idioms), and building academic vocabulary. Advanced students focus on integrating all of these skills and transferring them more seamlessly into their independent work in content areas. They are challenged to be more expressive in "higher stakes" (formal) oral skills/presentations.

Based on performance assessments, reading and writing are the weakest for our ELLs. Accordingly, we pay particular attention to focusing on reading and writing instruction. This is especially evident for our Long Term ELLs and critical for their English mastery and proficiency level according to the LAB R.

The entire staff has a clear understanding of the progress and performance of all students through the systematic use of formal and informal data. In ELA, teachers of ELL students implement reader and writer's workshop along with initial reading assessments Review and analysis of student work from assessments are used during weekly professional development, in which teachers collaboratively use

student data to inform instruction. Departments meet weekly to strategize and look at data together and make informed decisions about instruction, specifically to meet the needs of the most struggling students. Collective assessment and analysis of published writing consistent with the balanced literacy program. Differentiated instruction for students supported by intensified focus on skills and strategies in both ELA and mathematics are designed to help students prepare for the state exams.

The group of newcomers have moved up to 2.5 grade levels in reading. Intermediate students moved an average of 1.5 grade levels in reading. Advanced students moved 1.0-1.3 grade levels in reading (in about 1 school year).

The LAB-R readily identifies that most of our students are beginner or intermediate. This assessment is followed by teachers' individual formal assessments (Fountas and Pinnell). Performance scores and benchmarks indicators reveal more variation among levels as many teachers choose to base students' grade in class on participation, effort, and growth rather than grade level mastery, as student differentiation may account for students' instructional level being above or below actual grade level. To clarify any students' misconceptions about their abilities and therefore expectation during class, teachers are expected to be transparent with students about their abilities and growth goals for the year. Student development is further tracked, incentivized, and rewarded through various classroom systems and school-wide ceremonies.

Reading and writing with listening and speaking activities are an integral part of remediation in beginning students who need to pair their daily audio visual learning directly with their reading and writing classroom skills. We also incorporate extension activities for all ELLs to engage them in different forms of learning and similarly pair their reading and writing learning with speaking and listening skill building. Such activities include responding to read-alouds, creating projects that incorporate interviewing and presenting skills, and participating in improvisation games.

There are three Transitional Bilingual Education classrooms at MS224, one for each grade.

A select division of the school inquiry team is composed of group of teachers and members of the administration dedicated to the advancement of all ELLs. The members of this committee specifically consider certain subgroups of targeted ELLs whose are believed to be most critically in need of development. The information from ELL periodic assessments gained from this committee will be used to 1) identify targeted ELLs, 2) create and implement a Saturday Academy curriculum for targeted ELL, and 3) to research and implement school-wide professional development workshops (to train all teachers in effect ELL strategies). Data from Periodic assessments will also be used to create/modify instruction. The data informs teachers on most important skills to target from both content and language areas. Finally, the data informs content area teachers of ELL students' academic need.

The Periodic Assessment score provides formal data of students' reading comprehension, Basic vocabulary, Detection/knowledge of irregulars (or exceptions to ELA rules), and familiarity with home language.

The majority of students at MS 224 are of Latino descent and many of them are Spanish speaking. Therefore, Spanish and Latino cultures are evidenced through our student population in general. Furthermore, there are many teachers and school staff members who are also bilingual and can often communicate with our students' and their families in their native language.

Native Language is used in instruction of ELL students in transitional bilingual classes. Reading levels are assessed in Spanish and English to inform group placement/instruction. Native language books are included in ELA teachers' libraries. Students in TBE, students receive native language instruction and materials for mathematics, science and social studies.

Native language is also used in assessment. ELL program success is evaluated based on State exam scores. month. In addition, teachers meet to evaluate student/program progress of goals that are set at the beginning of each year. Instruction and programming is then modified accordingly.

Part II. ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.
 - a. administering the HLIS,
 - i. which includes the informal oral interview in English and
 - ii. in the native language, and
 - iii. the formal initial assessment.
 - b. Identify the person(s) responsible,
 - i. including their qualifications, for conducting the intial screening,
 - ii. administering the HLIS,
 - iii. the LAB-R (if necessary), and
 - iv. the formal initial assessment.
 - c. Also, describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test.

Last year, NYSESLAT scores were used to assign students to Transitional Bilingual classroom for grades six, seven, and eight and continued to inform our grouping for 2010-2011. Like last year, the information helped us form groups for ESL classes and decided how to target student instruction. For example, because the bilingual program enrolled more beginner and intermediate students, targeted

instruction and remedial curriculum was implemented. On the other hand, the ESL program served more advanced students who benefited from a curriculum with raised rigor and targeted instruction to raise their NYSESLAT levels to proficient.

The school's certified ESL teacher is responsible for administering the HLIS, which includes the informal oral interview in English and the native language, as well as the formal initial assessments. The ESL teacher is also responsible for administering the Lab-R during the first 10 days of a new student's arrival to MS224x.

ELLs are annually evaluated using the New York State English as a Second Language Achievement test; all teachers of ELL students and students participating in bilingual classes are responsible for administering this assessment. Student data from exams including the students' state test scores, LAB-R scores, and NYSESLAT scores on ELLs is digitally accessible for all teachers. Cross-content collaboration among all teachers, general educators, special education educators, and certified English Language Learners' teachers share students' student mastery levels of content and skills to facilitate more informed teaching with differentiated and targeted instruction for strategically grouped student cohorts.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional, Bi, Dual-L, and Freestanding ESL). Please describe the process, outreach plan, and timelines.

There are a number of structures in place that help to ensure that parents are aware of the program choices available for their child. The first step is the home language survey completed by families upon enrollment in the school system. Additionally, parents are invited to an orientation organized by the parent coordinator and the ESL teacher to learn about program options for bilingual students. Parents of newly admitted students are made aware of their program options and are invited to the next orientation session. MS 224 offers transitional bilingual education and English as a Second Language program for students. The fall orientation for parents this school year was held in October this year, in compliance with CP part 154. Parents are given program selection forms to compile after the orientation. Documents for Program Selection are always available on the school's website in English, Spanish, French, Haitian Creole, and Arabic, including copies of entitlement letters, parent guides, parent surveys for program selection, and placement letters for TBE and ESL programs. (<http://sites.google.com/a/ms224.com/linke-esl/english-language-learner-programs-at-ms-224/documents-for-program-selection-2>). A timeline for outreach structures in place is below:

Date Structure

Upon Enrollment Home language survey, new students meet with parent coordinator, ESL teacher and a school aide, to discuss 2 program choices – Transitional Bilingual, and Freestanding ESL.

Early October Program choices are discussed further at Parent Orientation

Late October Option/selection letters are returned to the school at the end of October

Early December Follow-up by the parent coordinator/ESL teacher

March Follow-up by the parent coordinator/ESL teacher

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 CRP-154)

Entitlement forms are distributed and explained at parent orientation in October as well as throughout the school year. As shown on the timeline above, follow up by parent coordinator occurs in October, December, and in March. Entitlement forms are tracked, photocopied and kept on file in 2 locations upon receipt (with the parent coordinator and ESL coordinator). In addition, letters are sent home as a reminder during the month of October and periodically.

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.

An informal interview is administered to students upon entry, in English and in the student's home language. The Spanish language interview is administered on site, with a translator used for other language if necessary. The HLIS survey is used for language identification; and identification of SIFE . Within 10 days of entry, the LAB-R assessment is administered. Consultation with parents occurs at parent orientation and parent teacher conferences to discuss LAB-R results. Parents will complete Program Selection Survey.

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.)

A transitional bilingual program is commonly selected for newcomers to the United States. There have been 3 instances of further informal consultations to explain our rationale to parents.

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.

Yes, the program models offered at M.S. 224 are aligned with parent request. Specific steps to build alignment between parent choice and program offerings include informal meetings with the parent coordinator and supplemental programs for academic intervention.

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)?

MS 224 currently has transitional bilingual program for sixth, seventh, and eighth grade. There is one transitional bilingual grade. We also offer push-in ESL services for sixth, seventh, and eighth grade, servicing students 4-5 times a week for 45 minute periods, depending on previous NYSESLAT scores. A total of 57 students in MS 224 receive ESL pull out /push in services.

Students are grouped according to their grade level in transitional bilingual programs. For the pull out ESL program, students are grouped by grade level and proficiency score on the New York State English as a Second Language Achievement Test (NYSELAT). This grouping allows for course differentiation based on proficiency level and state service requirements.

The ESL support services are both pull out and push in. The ESL teacher incorporates Achieve 3000 curriculum into her lessons and uses the SIOP strategies while teaching. She implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-reading strategies with the students.

In the transitional bilingual program, ESL is taught approximately 5 periods a week in ELA. Also, ESL strategies are implemented in the content areas of Science, Social Studies, and Technology. The strategies implemented are modeling, schema building, and metacognitive questioning. Science classes use graphic organizers to build schema, visuals for comprehension, and hands on experiments and activities for experience.

In the ESL pull out program, students are grouped by proficiency level so that beginning and intermediate students, as determined by the NYSESLAT, receive at least 225 minutes of ESL instruction per week. Advanced students, as designated by the NYSELAT, receive 180 minutes of ESL instruction per week, in compliance with CR part 154. There is also occasional push-in collaboration with content teachers.

b. What are the program models?

The program model for Transitional Bilingual education is heterogenous on each grade level. For ESL, the programming is organized by proficiency level and homogenous by grade level. The lowest group in this program is homogenous by academic level, but heterogeneous by grade (implemented during our school's AIS period).

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, DL, ESL)

MS 224 currently implements a transitional bilingual program (TBE) for sixth, seventh, and eighth grade. There is one transitional bilingual class for each class, each having between 20 and 25 students. In the TBE classes, core subjects are taught in Spanish and English.
Beginner – 60% Spanish 40% English
Intermediate – 50% Spanish 50% English
Advanced – 25% Spanish 75% English

In accordance with CR Part 154, students receive at least ten 45-minute (450 minutes) sessions of English language instruction per week, fulfilling mandates for students from beginner level through advanced. We also offer push-in in ESL services for sixth, seventh, and eighth grades, serving students 4-5 times a week for 45 minute periods, depending on their NYSESLAT scores. A total of 57 students in MS 224 receive ESL pull out /push in services.

Students are grouped according to their grade level in transitional bilingual programs. For the pull - out ESL program, students are grouped by grade level and proficiency score on the New York State English as a Second Language Achievement Test (NYSELAT). This

grouping allows for course differentiation based on proficiency level and state service requirements.

The ESL support services are both pull out and push in. The ESL curriculum includes leveled libraries, Achieve 3000, and also addresses language foundation content (i.e.: alphabet, phonics, basic vocabulary and phrases, sight words, sentence structure, reading and writing, etc.). The ESL teacher incorporates scaffold instructional strategies throughout the curriculum into her lessons and uses the SIOP strategies while teaching. She implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-reading strategies with the students.

In the transitional bilingual program, ESL is taught approximately ten 45-minute periods per week in ELA. ESL strategies are implemented in the content areas of Science, Social Studies, and Technology. The strategies implemented are modeling, schema building, use of graphic organizers and metacognitive application. Science classes use graphic organizers to build schema, visuals for comprehension, and hands on experiments and activities for experience.

In the ESL pull out program, students are grouped by proficiency level so that beginning and intermediate students, as determined by the NYSESLAT, receive at least 225 minutes of ESL instruction per week. Advanced students, as designated by the NYSELAT, receive 180 minutes of ESL instruction per week, in compliance with CR part 154. Program cards are reviewed for adherence to Part 154 guidelines to ensure proper implementation of language allocation.

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.

The Transitional Bilingual Education provides content instruction with content certified teachers. Instruction is conducted in both languages with Spanish support (offered with supplemental texts and interactive computer activities) ESL teaching strategies are used to incorporate language learning into content lessons. ESL strategies focus on integrated language and content lessons supplemented with differentiated work targeted to the students' learning style, cultural relevant classroom needs, as well as their language and content abilities. Students also make use of differentiated computer/internet programs (Teenbiz3000) and guided reading instruction. The ESL students receive content area instruction in English with the support of ESL teaching strategies. ESL teaching strategies are implemented in a pull-out group setting, , and/or by collaborating with content teachers during planning stages to allow for differentiated independent work for ELLs in class or the general implementation of ESL teaching approaches. These include SIOP model lesson planning, the accessibility of audio-visual interactive support created for students and teachers specifically at MS 224 at the ESL/ELL classroom website.

4. How do you differentiate instruction for ELL subgroups?
a. Describe your instructional plan for SIFE

Identified SIFE students receive targeted remedial instruction in class with differentiated expectations to encourage class inclusion regardless of gaps in content. The strategies taught in this differentiation allow them to remain cognitively stimulated according to their maturity and development level, reducing disengagement and ostrichation risked without such measures. The aim of such strategies is to reduce the students academic frustration level while still maintaining a holistic and balanced perspective of the student. This inclusion further encourages students' social development while maintaining a collaborative presence in the classroom community

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.

Newcomer ELLs typically receive the maximum service attention per their score on the NYSESLAT, since newcomers who have spent less time in the United States tend to be classified with beginner-level scores on initial English language assessments and diagnostics. Newcomers' instructional needs are determined by their initial assessments and English diagnostics. Their instruction becomes simultaneously focused on rapidly building basic English vocabulary and grammatical structures: Basic Interpersonal Communication Skills (BICS). While much of their time is spent with vocabulary and syntactical structure that is fundamental and often otherwise below grade-level standards, their instructional plan also explores and aims to accommodate higher level cognitive processing skills that are more age and grade-level appropriate. Student growth is then planned and tracked through mastery of MS 224's cumulative curriculum of ESL learning objectives. Individual adjustments are accounted for as needed.

c. Describe your plan for ELLs receiving 4-6 years of services

ELLs who are receiving between 4-6 years of services typically demonstrate a common mastery of BICS in their daily student life. Additional emphasis is then placed on the understanding and articulation of higher order cognitive development in language. To do this, students are challenged to be accountable for more rigorous content vocabulary, independence in metacognition, and general Cognitive Academic Language Proficiency (CALPs).

d. LTE?

Long term ELLs continue to receive ESL and bilingual services. Data analysis of NYSESLAT and state assessments help teachers to provide appropriate support for these students.. Students are invited to participate in extended day programs and school interventions. Long term ELLs and students who are achieving proficiency but still require transitional support are mainstreamed into general classroom settings once they pass the NYSESLAT proficiency exam. Further support is provided by ESL support with targeted math or science instruction depending on the students needs.

5. 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.

In the transitional bilingual program, the native language is used in NLA and Math, Social Studies, and Science instruction. Some lessons are taught in the native language to assure that students are reaching content standards as well as language goals. When teaching the class in English, teachers provided alternate instruction and supplemental materials in the students' native language such as Achieve 3000; small group instruction,

In order to assess students in English reading programs, we use the Teacher's College leveling assessment. We also use the NYSESLAT and the LAB-R to assess English proficiency in all areas. These assessments help us target areas of strength and concern for our students. Their English reading levels help us direct them to books that are on their independent and instructional levels.

Teachers keep their expectations high to ensure that all aspects of the Academic rigor is ensured in all aspects of the curriculum because teachers keep their expectations high. All bilingual, ESL, and monolingual teachers have high expectations for their students to meet not only provide remediation for ELLs but to also challenge them with grade level concepts and standards. Thus, while ELLs receive modifications for their learning, the standards and expectations for their content mastery are equal to those of the general population.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Student who are proficient, continue to receive testing accommodations required by New York State law. School staff provide periodic support for these students. Long term ELLs and students who are achieving proficiency but still require transitional support are mainstreamed into general classroom settings once they pass the NYSESLAT proficiency exam. Further support is provided by ESL support with targeted math or science instruction depending on the students needs, as determined by the general education teachers' assessments.

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

In addition to classroom differentiation, SIFE students receive teacher and parent coordinator outreach for supplemental instruction before and after school during the weekdays. Achieve 3000, a computer –based literacy program and an ELL Saturday academy will provide supplemental instruction for these students. A select division of the school inquiry team will be composed of group of teachers and members of the administration dedicated to the advancement of all ELLs. The members of this committee will specifically consider certain subgroups of targeted ELLs whose are believed to be most critically in need of development. The information gained from this committee will be used to:

- 1) identify targeted ELLs,
- 2) create and implement a Saturday Academy curriculum for targeted ELL, and 3) to research and implement school-wide professional development workshops (to train all teachers in effect ELL strategies).

Finally, the committee will reach back to the students for feedback on their instruction to improve practices by surveying students' academic gains and attitudes and by a small but diverse group ELL student representatives (whose demographics range from New Admits to Long Term ELLs, Beginners through Advanced levels). Beyond improving our curriculum and implementation, this feedback will help students raise their own educational metacognition.

8. What programs/services will be discontinued and why?

The "Destination Math" program, which was utilized by the bilingual math teacher in TBE, will no longer be implemented, as it did not support students' English language abilities. No other programs/services will be discontinued in the upcoming school year.

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

ELLs are afforded equal access to all school programs.

Our ELL population participates in the Bronx Ensemble Arts Program, and Creative Connections which includes musical instrument instruction.

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

At MS 224, teachers of both general education and bilingual education use the computer based Achieve 3000 and the Accelerated Reader Programs. Students receive English Language Arts instruction using a balanced literacy approach for both reading and writing. This model is used for Native Language Arts as well.. The transitional bilingual teacher has both Spanish and English libraries for students. While teaching English Language Arts to bilingual students, the teachers implement more visuals and scaffolding. Students are supported to learn content and academic language through the implementation of SIOP strategies.

We also offer push-in in ESL services for sixth, seventh, and eighth grade. There are 57 students in MS 224 that receive ESL pull out or push in services. ESL curriculum focuses on providing additional math and literacy support to students while implementing SIOP strategies. Students build schema through graphic organizers, are presented with visuals for comprehension.

11. How is native language support delivered in each program model? (TBE, DL, ESL)

Students follow the Transition Bilingual Education model of gradual increase in English language instruction and decrease of Spanish language instruction to foster a growth of independence in English. State tests are provided in native language or translated by a certified interpreter for content area subjects: mathematics and science. ESL instruction is conducted in monolingual English, as per the definition of the English as a Second Language classroom. Native language support is offered, however, through the use of bilingual dictionaries and glossaries, reference books and supplemental materials in the native language, and strategic homogeneous linguistic grouping.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, required services, support, and resources correspond to ELLs' ages and grade levels. Students in all 3 programs receive grade level instruction in all subject areas, with differentiated support using supplemental materials such as independent reading books and the Achieve 3000 literacy program.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

New and continuing ELL students have access to internet resources that provide support for the needs of our school's ELL population. Students are encouraged to attend Title III summer program.

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.)

Bilingual language arts teachers meet with the ELA teachers once a week to discuss the content outline and curriculum expectations as they align the content of the English Language Arts curriculum. Bilingual ELA teachers attend The Quality Teaching for Secondary English Learners (QTel) professional development at a summer institute and bimonthly workshops throughout the school year. Similarly, bilingual

math teachers meet with a math curriculum specialist and all monolingual teachers once a month to ensure that bilingual students are held to the same standards and curriculum plan as the rest of the school population.

The Bilingual Math teacher and ESL teacher, which will allow for differentiated instruction in Long Term ELL and SIFE target groups. Programs are provided both in English and in Spanish. Similarly, the Bilingual ELA and the ESL teacher attended a daylong professional development training session for Achieve 3000, a web-based literacy program designed to differentiate instruction according to reading level.

At MS 224, teachers of both general education and bilingual education use the balanced literacy approach for teaching literacy. We use this model for both Native Language Arts and English Language Arts. The transitional bilingual teacher has both Spanish and English libraries for students. While teaching English Language Arts to bilingual students, the teachers implement more visuals and scaffolding. Students are supported to learn content and academic language through the implementation of SIOP strategies.

The ESL teacher incorporates the balanced literacy curriculum into her lessons and uses the SIOP strategies while teaching. In order to assess students in English reading programs, we use Fountas and Pinnell. These assessments help us target areas of strength and concern for our students. The ELA teachers (including both general education, special education and bilingual education) who service English Language Learners take part in weekly professional planning.

ESL and ELL strategies are shared with content specialists on a weekly basis at a content leader meeting. This meeting allows for closer teacher collaboration while facilitating a regular means by which to provide relevant and applicable faculty development to address ELL needs in classrooms across content areas.

Professional development workshops to share ELL instructional strategies for general education teachers will be led by the ESL teacher quarterly. Anticipated topics include TeenBiz 3000, independent work and online resources for ELLs, incorporating language objectives into content, and scaffolding strategies to access new content.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

A model of sheltered instruction environments supports the transition of ELLs from elementary to middle school for ELL students within classrooms throughout the school. Sheltered instruction in these classrooms provides predictability and a sense of security for both teachers and students as they explore how meet the needs of transitioning between school cultures. Parent coordinators and school counselors also consult with parents, students and teachers to determine more situational-specific needs during this transition. Finally, ELLs may access peer support that is heterogeneous by age level in the ELL after school program. The guidance counselor supports ELL students transition through the high school application process.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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ELLs are roughly between 6 and 0 years below grade level in English literacy. 6th grade ESL shows more students (proportionally) closer to or at grade level. In 6th grade bilingual $\frac{1}{4}$ of the class are between 5 and 6 grade levels behind. About $\frac{1}{2}$ of the class is between 3 and 4 grade levels behind. The remaining $\frac{1}{4}$ of the class are between 2 and 0 grade levels behind.

Seventh grade ELLs indicate a wider range of student achievement, with the lowest number of beginner students (5+ grade levels behind). All ESL beginner students in 7th grade have IEPs. Majority of 7th grade ESL students are between 1-2 grade levels behind. For the 7th grade bilingual class, $\frac{1}{4}$ of the students are reading at or within one year of being at grade level, $\frac{1}{2}$ the class is between 2 and 4 grade levels behind. The remaining $\frac{1}{4}$ are newcomers who are approximately 6-7 grade levels behind.

In general, 8th grade ESL students are about 4 grade levels behind in English literacy. In the 8th grade bilingual class, about $\frac{1}{4}$ of the students are reading at or within two years of being at grade level, $\frac{1}{2}$ the class is between 4-5 grade levels behind. The remaining $\frac{1}{2}$ are newcomers who are approximately 6-7 grade levels behind.

Teaching strategies for each level are accessible to teachers through the Achieve 3000 computer-based program, which targets instructional needs at each grade and reading/writing level and better differentiate for student growth. Generally, beginner level student instruction focuses on vocabulary building and basic familiarity with written English structures. Intermediate students work on more technical revision of their understanding English writing structures (higher level syntax, familiarity with irregular phrasing, etc.), understanding cultural expressions (idioms), and building academic vocabulary. Advanced students focus on integrating all of these skills and transferring them more seamlessly into their independent work in content areas. They are challenged to be more expressive in "higher stakes" (formal) oral skills/presentations.

Based on performance assessments, reading and writing are the weakest for our ELLs. Accordingly, we pay particular attention to focusing on reading and writing instruction. This is especially evident for our Long Term ELLs and critical for their English mastery and proficiency level according to the LAB R.

The entire staff has a clear understanding of the progress and performance of all students through the systematic use of formal and informal data. In ELA, teachers of ELL students implement reader and writer's workshop along with initial reading assessments Review and analysis of student work from assessments are used during weekly professional development, in which teachers collaboratively use student data to inform instruction. Departments meet weekly to strategize and look at data together and make informed decisions about instruction, specifically to meet the needs of the most struggling students. Collective assessment and analysis of published writing consistent with the balanced literacy program. Differentiated instruction for students supported by intensified focus on skills and strategies in both ELA and mathematics are designed to help students prepare for the state exams.

The group of newcomers have moved up to 2.5 grade levels in reading. Intermediate students moved an average of 1.5 grade levels in reading. Advanced students moved 1.0-1.3 grade levels in reading (in about 1 school year).

The LAB-R readily identifies that most of our students are beginner or intermediate. This assessment is followed by teachers' individual formal assessments (Fountas and Pinnell). Performance scores and benchmarks indicators reveal more variation among levels as many teachers choose to base students' grade in class on participation, effort, and growth rather than grade level mastery, as student differentiation may account for students' instructional level being above or below actual grade level. To clarify any students' misconceptions about their abilities and therefore expectation during class, teachers are expected to be transparent with students about their abilities and growth goals for the year. Student development is further tracked, incentivized, and rewarded through various classroom systems and school-wide ceremonies.

Reading and writing with listening and speaking activities are an integral part of remediation in beginning students who need to pair their daily audio visual learning directly with their reading and writing classroom skills. We also incorporate extension activities for all ELLs to engage them in different forms of learning and similarly pair their reading and writing learning with speaking and listening skill building. Such activities include responding to read-alouds, creating projects that incorporate interviewing and presenting skills, and participating in improvisation games.

There are three Transitional Bilingual Education classrooms at MS224, one for each grade. One student has been designated a LTE. Of the students who took the NYSESLAT last year, 4 scored advanced, 3 scored intermediate, and 7 scored beginner. In the Grade 7 bilingual group (18 students total) 15 are newcomers (0-3 years), who generally demonstrated higher proficiency in Spanish than English, though still below grade level. Two students are designated LTEs. Of the students who took the NYSESLAT last year, 2 scored advanced, one scored intermediate, and 8 scored beginner. In the Grade 8 bilingual class 21 students are newcomers (0-3 years), who generally demonstrated higher proficiency in Spanish than in English, though still below grade level. One student has been designated a LTE. Two students are advanced in English according to the NYSESLAT. Six have been designated intermediate by the NYSSLAT.

A select division of the school inquiry team is composed of group of teachers and members of the administration dedicated to the advancement of all ELLs. The members of this committee specifically consider certain subgroups of targeted ELLs whose are believed to be most critically in need of development. The information from ELL periodic assessments gained from this committee will be used to 1) identify targeted ELLs, 2) create and implement a Saturday Academy curriculum for targeted ELL, and 3) to research and implement school-wide professional development workshops (to train all teachers in effect ELL strategies). Data from Periodic assessments will also be used to create/modify instruction. The data informs teachers on most important skills to target from both content and language areas. Finally, the data informs content area teachers of ELL students' academic need.

The Periodic Assessment score provides formal data of students' reading comprehension, Basic vocabulary, Detection/knowledge of irregulars (or exceptions to ELA rules), and familiarity with home language.

The majority of students at MS 224 are of Latino descent and many of them are Spanish speaking. Therefore, Spanish and Latino cultures are evidenced through our student population in general. Furthermore, there are many teachers and school staff members who are also bilingual and can often communicate with our students' and their families in their native language.

Native Language is used in instruction of ELL students in transitional bilingual classes. Reading levels are assessed in Spanish and English to inform group placement/instruction. Native language books are included in ELA teachers' libraries. Students in TBE, students receive native language instruction and materials for mathematics, science and social studies.

Native language is also used in assessment. ELL program success is evaluated based on State exam scores. month. In addition, teachers meet to evaluate student/program progress of goals that are set at the beginning of each year. Instruction and programming is then modified accordingly.

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							27	33	27					87
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	27	33	27	0	0	0	0	87

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	133	Newcomers (ELLs receiving service 0-3 years)	74
SIFE	23	ELLs receiving service 4-6 years	28
		Special Education	9
		Long-Term (completed 6 years)	23

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.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	80	20		29	0	0	22	0	0	131
Dual Language										0
ESL	51	6	5		6	1			3	51
Total	131	26	5	29	6	1	22	0	3	182

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							27	29	28					84
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	27	29	28	0	0	0	0	84

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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 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).
 - e. Describe your plan for ELLs identified as having special needs.

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.)

Bilingual language arts teachers meet with the ELA teachers once a week to discuss the content outline and curriculum expectations as they align the content of the English Language Arts curriculum. Bilingual ELA teachers attend The Quality Teaching for Secondary English Learners (QTel) professional development at a summer institute and bimonthly workshops throughout the school year. Similarly, bilingual math teachers meet with a math curriculum specialist and all monolingual teachers once a month to ensure that bilingual students are held to the same standards and curriculum plan as the rest of the school population.

The Bilingual Math teacher and ESL teacher, which will allow for differentiated instruction in Long Term ELL and SIFE target groups. Programs are provided both in English and in Spanish. Similarly, the Bilingual ELA and the ESL teacher attended a daylong professional development training session for Achieve 3000, a web-based literacy program designed to differentiate instruction according to reading level.

At MS 224, teachers of both general education and bilingual education use the balanced literacy approach for teaching literacy. We use this model for both Native Language Arts and English Language Arts. The transitional bilingual teacher has both Spanish and English libraries for students. While teaching English Language Arts to bilingual students, the teachers implement more visuals and scaffolding. Students are supported to learn content and academic language through the implementation of SIOP strategies.

The ESL teacher incorporates the balanced literacy curriculum into her lessons and uses the SIOP strategies while teaching. In order to assess students in English reading programs, we use the Teacher's College leveling assessment. These assessments help us target areas of strength and concern for our students. To assist teachers of ELL students, Teacher's College professional development sessions are given to all ELA teachers of bilingual students; these PD sessions, facilitated by the school literacy coach, are given to teachers every other week after school. The 7 ELA teachers (including both general education, special education and bilingual education ELA teachers, as all 3 groups service English Language Learners) take part in this professional development program.

ESL and ELL strategies are shared with content specialists on a weekly basis at a content leader meeting. This meeting allows for closer teacher collaboration while facilitating a regular means by which to provide relevant and applicable faculty development to address ELL needs in classrooms across content areas.

Professional development workshops to share ELL instructional strategies for general education teachers will be led by the ESL teacher quarterly. Anticipated topics include TeenBiz 3000, independent work and online resources for ELLs, incorporating language objectives into content, and scaffolding strategies to access new content.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

A model of sheltered instruction environments supports the transition of ELLs from elementary to middle school for ELL students within classrooms throughout the school. Sheltered instruction in these classrooms provides predictability and a sense of security for both teachers

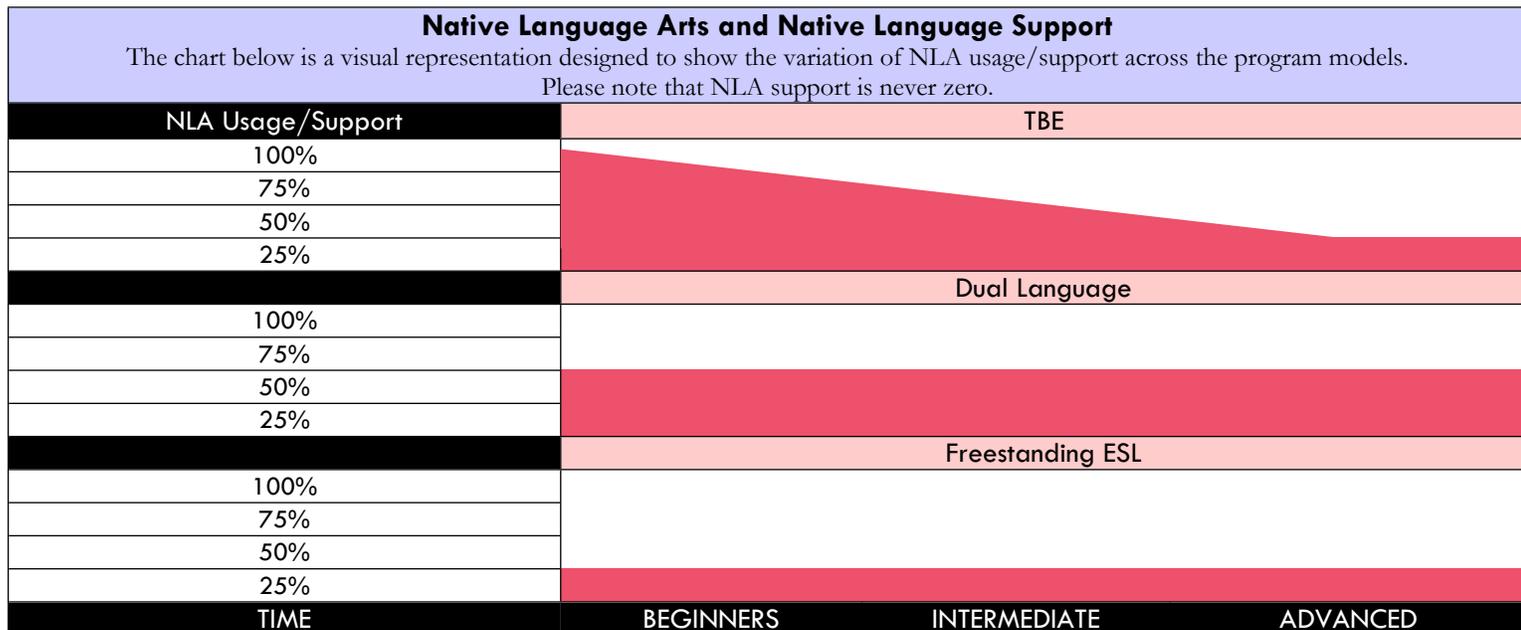
and students as they explore how meet the needs of transitioning between school cultures. Parent coordinators and school counselors also consult with parents, students and teachers to determine more situational-specific needs during this transition. Finally, ELLs may access peer support that is heterogeneous by age level in the ELL after school program. The guidance counselor supports ELL students transition through the high school application process.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As indicated in the descriptions above, all staff members receive a minimum of 10 hours of ELL-related professional development each year.

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-in [co-teaching], pull-out, collaborative, self-contained)?

MS 224 currently has transitional bilingual program for sixth, seventh, and eighth grade. There is one transitional bilingual grade. We also offer push-in ESL services for sixth, seventh, and eighth grade, servicing students 4-5 times a week for 45 minute periods, depending on previous NYSESLAT scores. A total of 57 students in MS 224 receive ESL pull out /push in services.

Students are grouped according to their grade level in transitional bilingual programs. For the pull out ESL program, students are grouped by grade level and proficiency score on the New York State English as a Second Language Achievement Test (NYSESLAT). This grouping allows for course differentiation based on proficiency level and state service requirements.

The ESL support services are both pull out and push in. The ESL teacher incorporates Achieve 3000 curriculum into her lessons and uses the SIOP strategies while teaching. She implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-reading strategies with the students.

In the transitional bilingual program, ESL is taught approximately 5 periods a week in ELA. Also, ESL strategies are implemented in the content areas of Science, Social Studies, and Technology. The strategies implemented are modeling, schema building, and metacognitive questioning. Science classes use graphic organizers to build schema, visuals for comprehension, and hands on experiments and activities for experience.

In the ESL pull out program, students are grouped by proficiency level so that beginning and intermediate students, as determined by the NYSESLAT, receive at least 225 minutes of ESL instruction per week. Advanced students, as designated by the NYSESLAT, receive 180 minutes of ESL instruction per week, in compliance with CR part 154. There is also occasional push-in collaboration with content teachers.

b. What are the program models?

The program model for Transitional Bilingual education is heterogenous on each grade level. For ESL, the programming is organized by proficiency level and homogenous by grade level. The lowest group in this program is homogenous by academic level, but heterogeneous by grade (implemented during our school's AIS period).

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, DL, ESL)

MS 224 currently implements a transitional bilingual program (TBE) for sixth, seventh, and eighth grade. There is one transitional bilingual class for each class, each having between 20 and 25 students. In the TBE classes, core subjects are taught in Spanish and English.

Beginner – 60% Spanish 40% English

Intermediate – 50% Spanish 50% English

Advanced – 25% Spanish 75% English

In accordance with CR Part 154, students receive at least ten 45-minute (450 minutes) sessions of English language instruction per week, fulfilling mandates for students from beginner level through advanced. We also offer push-in in ESL services for sixth, seventh, and eighth grades, serving students 4-5 times a week for 45 minute periods, depending on their NYSESLAT scores. A total of 57 students in MS 224 receive ESL pull out /push in services.

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The ESL support services are both pull out and push in. The ESL curriculum includes leveled libraries, Achieve 3000, and also addresses language foundation content (i.e.: alphabet, phonics, basic vocabulary and phrases, sight words, sentence structure, reading and writing, etc.). The ESL teacher incorporates scaffold instructional strategies throughout the curriculum into her lessons and uses the SIOP strategies while teaching. She implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-reading strategies with the students.

In the transitional bilingual program, ESL is taught approximately ten 45-minute periods per week in ELA. ESL strategies are implemented in the content areas of Science, Social Studies, and Technology. The strategies implemented are modeling, schema building, use of graphic organizers and metacognitive application. Science classes use graphic organizers to build schema, visuals for comprehension, and hands on experiments and activities for experience.

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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.

The Transitional Bilingual Education provides content instruction with content certified teachers. Instruction is conducted in both languages with Spanish support (offered with supplemental texts and interactive computer activities) ESL teaching strategies are used to incorporate language learning into content lessons. ESL strategies focus on integrated language and content lessons supplemented with differentiated work targeted to the students' learning style, cultural relevant classroom needs, as well as their language and content abilities. Students also make use of differentiated computer/internet programs (Teenbiz3000) and guided reading instruction.

The ESL students receive content area instruction in English with the support of ESL teaching strategies. ESL teaching strategies are implemented in a pull-out group setting, , and/or by collaborating with content teachers during planning stages to allow for differentiated independent work for ELLs in class or the general implementation of ESL teaching approaches.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE

Identified SIFE students receive targeted remedial instruction in class with differentiated expectations to encourage class inclusion regardless of gaps in content. The strategies taught in this differentiation allow them to remain cognitively stimulated according to their maturity and development level, reducing disengagement and ostricication risked without such measures. The aim of such strategies is to reduce the students academic frustration level while still maintaining a holistic and balanced perspective of the student. This inclusion further encourages students' social development while maintaining a collaborative presence in the classroom community

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.

Newcomer ELLs typically receive the maximum service attention per their score on the NYSESLAT, since newcomers who have spent less time in the United States tend to be classified with beginner-level scores on initial English language assessments and diagnostics. Newcomers' instructional needs are determined by their initial assessments and English diagnostics. Their instruction becomes simultaneously focused on rapidly building basic English vocabulary and grammatical structures: Basic Interpersonal Communication Skills (BICS). While much of their time is spent with vocabulary and syntactical structure that is fundamental and often otherwise below grade-level standards, their instructional plan also explores and aims to accommodate higher level cognitive processing skills that are more age and grade-level appropriate. Student growth is then planned and tracked through mastery of MS 224's cumulative curriculum of ESL learning objectives. Individual adjustments are accounted for as needed.

c. Describe your plan for ELLs receiving 4-6 years of services

ELLs who are receiving between 4-6 years of services typically demonstrate a common mastery of BICS in their daily student life. Additional emphasis is then placed on the understanding and articulation of higher order cognitive development in language. To do this, students are challenged to be accountable for more rigorous content vocabulary, independence in metacognition, and general Cognitive Academic Language Proficiency (CALPs).

d. LTE?

Long term ELLs continue to receive ESL and bilingual services. Data analysis of NYSESLAT and state assessments help teachers to provide appropriate support for these students.. Students are invited to participate in extended day programs and school interventions. Long term ELLs and students who are achieving proficiency but still require transitional support are mainstreamed into general classroom settings once they pass the NYSESLAT proficiency exam. Further support is provided by ESL support with targeted math or science instruction depending on the students needs.

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-in [co-teaching], pull-out, collaborative, self-contained)?

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Identified SIFE students receive targeted remedial instruction in class with differentiated expectations to encourage class inclusion regardless of gaps in content. The strategies taught in this differentiation allow them to remain cognitively stimulated according to their maturity and development level, reducing disengagement and ostricication risked without such measures. The aim of such strategies is to reduce the students academic frustration level while still maintaining a holistic and balanced perspective of the student. This inclusion further encourages students' social development while maintaining a collaborative presence in the classroom community

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.

Newcomer ELLs typically receive the maximum service attention per their score on the NYSESLAT, since newcomers who have spent less time in the United States tend to be classified with beginner-level scores on initial English language assessments and diagnostics. Newcomers' instructional needs are determined by their initial assessments and English diagnostics. Their instruction becomes simultaneously focused on rapidly building basic English vocabulary and grammatical structures: Basic Interpersonal Communication Skills (BICS). While much of their time is spent with vocabulary and syntactical structure that is fundamental and often otherwise below grade-level standards, their instructional plan also explores and aims to accommodate higher level cognitive processing skills that are more age and grade-level appropriate. Student growth is then planned and tracked through mastery of MS 224's cumulative curriculum of ESL learning objectives. Individual adjustments are accounted for as needed.

c. Describe your plan for ELLs receiving 4-6 years of services

ELLs who are receiving between 4-6 years of services typically demonstrate a common mastery of BICS in their daily student life. Additional emphasis is then placed on the understanding and articulation of higher order cognitive development in language. To do this, students are challenged to be accountable for more rigorous content vocabulary, independence in metacognition, and general Cognitive Academic Language Proficiency (CALPs).

d. LTE?

Long term ELLs continue to receive ESL and bilingual services. Data analysis of NYSESLAT and state assessments help teachers to provide appropriate support for these students.. Students are invited to participate in extended day programs and school interventions. Long term ELLs and students who are achieving proficiency but still require transitional support are mainstreamed into general classroom settings once they pass the NYSESLAT proficiency exam. Further support is provided by ESL support with targeted math or science instruction depending on the students needs.

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.

Paste response to questions 1-3 here

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.)

Bilingual language arts teachers meet with the ELA teachers once a week to discuss the content outline and curriculum expectations as they align the content of the English Language Arts curriculum. Bilingual ELA teachers attend The Quality Teaching for Secondary English Learners (QTel) professional development at a summer institute and bimonthly workshops throughout the school year. Similarly, bilingual math teachers meet with a math curriculum specialist and all monolingual teachers once a month to ensure that bilingual students are held to the same standards and curriculum plan as the rest of the school population.

The Bilingual Math teacher and ESL teacher, which will allow for differentiated instruction in Long Term ELL and SIFE target groups. Programs are provided both in English and in Spanish. Similarly, the Bilingual ELA and the ESL teacher attended a daylong professional development training session for Achieve 3000, a web-based literacy program designed to differentiate instruction according to reading level.

At MS 224, teachers of both general education and bilingual education use the balanced literacy approach for teaching literacy. We use this model for both Native Language Arts and English Language Arts. The transitional bilingual teacher has both Spanish and English libraries for students. While teaching English Language Arts to bilingual students, the teachers implement more visuals and scaffolding. Students are supported to learn content and academic language through the implementation of SIOP strategies.

The ESL teacher incorporates the balanced literacy curriculum into her lessons and uses the SIOP strategies while teaching. In order to assess students in English reading programs, we use the Fountas and Pinnell leveling assessment. These assessments help us target areas of strength and concern for our students. The ELA teachers (including both general education, special education and bilingual education ELA teachers, as all 3 groups service English Language Learners) take part in this professional planning.

ESL and ELL strategies are shared with content specialists on a weekly basis at a content leader meeting. This meeting allows for closer teacher collaboration while facilitating a regular means by which to provide relevant and applicable faculty development to address ELL needs in classrooms across content areas.

Professional development workshops to share ELL instructional strategies for general education teachers will be led by the ESL teacher quarterly. Anticipated topics include TeenBiz 3000, independent work and online resources for ELLs, incorporating language objectives into content, and scaffolding strategies to access new content.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

A model of sheltered instruction environments supports the transition of ELLs from elementary to middle school for ELL students within classrooms throughout the school. Sheltered instruction in these classrooms provides predictability and a sense of security for both teachers and students as they explore how meet the needs of transitioning between school cultures. Parent coordinators and school counselors also consult with parents, students and teachers to determine more situational-specific needs during this transition. Finally, ELLs may access peer support that is heterogeneous by age level in the ELL after school program. The guidance counselor supports ELL students transition through the high school application process.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As indicated in the descriptions above, all staff members receive a minimum of 10 hours of ELL-related professional development each year.

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

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.)

Bilingual language arts teachers meet with the ELA teachers once a week to discuss the content outline and curriculum expectations as they align the content of the English Language Arts curriculum. Bilingual ELA teachers attend The Quality Teaching for Secondary English Learners (QTel) professional development at a summer institute and bimonthly workshops throughout the school year. Similarly, bilingual math teachers meet with a math curriculum specialist and all monolingual teachers once a month to ensure that bilingual students are held to the same standards and curriculum plan as the rest of the school population.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							9	13	27					49
Intermediate(I)							8	12	9					29
Advanced (A)							13	18	7					38
Total	0	0	0	0	0	0	30	43	43	0	0	0	0	116

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							5	4	8				
	I							5	6	5				
	A							16	16	7				

	P							7	9	13				
READING/ WRITING	B							9	8	17				
	I							8	12	8				
	A							16	16	7				
	P							1	1	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	12	1	0	24
7	18	11	0	0	29
8	16	12	0	0	28
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
4									0
5									0
6	7		13		9		1		30
7	13		22		3		0		38
8	8		22		5		1		36
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Math				
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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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.

The LAB-R readily identifies that most of our students are beginner or intermediate. This assessment is followed by teachers' individual formal assessments (Fountas and Pinnell). Performance scores and benchmarks indicators reveal more variation among levels as many teachers choose to base students' grade in class on participation, effort, and growth rather than grade level mastery, as student differentiation may account for students' instructional level being above or below actual grade level. To clarify any students' misconceptions about their abilities and therefore expectation during class, teachers are expected to be transparent with students about their abilities and growth goals for the year. Student development is further tracked, incentivized, and rewarded through various classroom systems and school-wide ceremonies. Reading and writing with listening and speaking activities are an integral part of remediation in beginning students who need to pair their daily audio visual learning directly with their reading and writing classroom skills. We also incorporate extension activities for all ELLs to engage them in different forms of learning and similarly pair their reading and writing learning with speaking and listening skill building. Such activities include responding to read-alouds, creating projects that incorporate interviewing and presenting skills, and participating in improvisation games.

There are three Transitional Bilingual Education classrooms at MS224, one for each grade. One student has been designated a LTE. Of the students who took the NYSESLAT last year, 4 scored advanced, 3 scored intermediate, and 7 scored beginner. In the Grade 7 bilingual group (18 students total) 15 are newcomers (0-3 years), who generally demonstrated higher proficiency in Spanish than English, though still below grade level. Two students are designated LTEs. Of the students who took the NYSESLAT last year, 2 scored advanced, one scored intermediate, and 8 scored beginner. In the Grade 8 bilingual class 21 students are newcomers (0-3 years), who generally demonstrated higher proficiency in Spanish than in English, though still below grade level. One student has been designated a LTE. Two students are advanced in English according to the NYSESLAT. Six have been designated intermediate by the NYSSLAT.

A select division of the school inquiry team is composed of group of teachers and members of the administration dedicated to the advancement of all ELLs. The members of this committee specifically consider certain subgroups of targeted ELLs whose are believed to be most critically in need of development. The information from ELL periodic assessments gained from this committee will be used to 1) identify targeted ELLs, 2) create and implement a Saturday Academy curriculum for targeted ELL, and 3) to research and implement school-wide professional development workshops (to train all teachers in effect ELL strategies). Data from Periodic assessments will also be used to create/modify instruction. The data informs teachers on most important skills to target from both content and language areas. Finally, the data informs content area teachers of ELL students' academic need.

The Periodic Assessment score provides formal data of students' reading comprehension, Basic vocabulary, Detection/knowledge of irregulars (or exceptions to ELA rules), and familiarity with home language.

The majority of students at MS 224 are of Latino descent and many of them are Spanish speaking. Therefore, Spanish and Latino cultures are evidenced through our student population in general. Furthermore, there are many teachers and school staff members who are also bilingual and can often communicate with our students' and their families in their native language.

Native Language is used in instruction of ELL students in transitional bilingual classes. Reading levels are assessed in Spanish and English to

Additional Information

inform group placement/instruction. Native language books are included in ELA teachers' libraries. Students in TBE, students receive native language instruction and materials for mathematics, science and social studies.

Native language is also used in assessment. ELL program success is evaluated based on State exam scores. month. In addition, teachers meet to evaluate student/program progress of goals that are set at the beginning of each year. Instruction and programming is then modified accordingly.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		