



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE SCIENCE SCHOOL FOR EXPLORATION AND DISCOVERY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X224

PRINCIPAL: SOJOURNER WELCH-DAVID **EMAIL:** SWELCH@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sojourner Welch-David	*Principal or Designee	
Rashad Brown	*UFT Chapter Leader or Designee	
Lizette Concepcion	*PA/PTA President or Designated Co-President	
Nafi Caro	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Chantal Joseph	Member/	
Tracy Pringle	Member/	
Caren Sharpe	Member/	
Evelyn Gonzalez	Member/	
Joseph Pizarro	Member/	
Santiago Torres	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 <ul style="list-style-type: none"> ● By June 2012, all students will demonstrate progress towards achieving state standards as measured by 8% increase in student scoring level 3 & 4 on the NYS ELA test. 			
Comprehensive needs assessment <ul style="list-style-type: none"> ● Based on the 2011 ELA exam, 12.9% of the students are scoring a Level 3 or 4. Zero out of Six groups met AYP. Student performance was not high enough to meet the safe harbor targets. ● On the 2011 NYC Progress report shows that 57.1% of students in self-contained, ICT, and SETSS made growth in ELA. 40.2% of ELL's made gains in reading. 61.1% of the special education students are performing at level one. Only 4.2% are meeting state standards in reading. ● The instability in staffing has negatively impacted the academic program, as well as the constant retraining of teachers. ● Learning Environment indicated that the school had poor moral, unsafe conditions, and clear divisions between the teachers and the school administrators. Only 2.6% of teachers believed that school leaders give regular feedback about their teaching. 			
Instructional strategies/activities			
Strategies	Staff	Step taken/decision making	Timeline
Staff is being provided with ongoing PD on city wide expectations to focus on Depth of Knowledge; CCLS; Danielson Framework, and curriculum mapping revision.	Principal, Assistant Principal, Coaches, teachers, and Shane Purse	Common Planning and grade level meetings	Weekly for the entire school year
The ELA teachers are collaborating on the revision of the curriculum maps during ongoing common planning meetings, based on data from periodic assessments, and unit exams.	Coaches and teachers	Common Planning and grade level meetings	Weekly for the entire school year including unit exams
All teachers are being provided with the ELA Data(ongoing basis) and the gains report and the school will be monitoring ELA on an interim basis throughout to evaluate student progress.	Educational consultant Shane Purse and teachers	Common planning, grade level meetings and staff professional development days	ongoing
Purchased 100 Book Challenge reading program for grade 6 students including general education, special education and English Language learners. This program will provide students will leveled texts and teachers will conduct ongoing running records to monitor student progress.	Consultants from American Reading Company, Coaches and Educational Consultant Shane Purse and teachers	Monthly team meeting with all 100 BC teachers and the consultant from American Reading company.	Ongoing
Purchased Rally ELA Rehearsals for grades 6, 7 & 8 for students including general education,	Assistant Principal, Coaches and teachers	Analyzing of data	Feb-March 2012

special education and English Language learners. This practice exam will provide students with the opportunity to take the test in its actual format. Teachers will be able to get a true assessment of how the students will perform, as well as their stamina in taking this exam.			
A Saturday BESARS program is targeting all ELLs for ELA enrichment, and NYSLAT preparation.	Teachers	Teachers in BESARS program meet regularly to discuss and monitor student progress.	Saturdays October 2011-May 2012
School-wide Inquiry teams meeting are held weekly to focus on subgroups not meeting ELA proficiency. School conducted SBO which allows time for teachers to collaborate on Thursday mornings.	Teachers, coaches and Educational Consultant Shane Purse.	Teachers meet and discuss the focus topics for the group.	Weekly September 2011-June 2012
Special education students are receiving after-school sessions that will focus on improving reading skills.	Assistant Principal and Teachers	Teachers in the program will meet regularly to discuss and monitor student progress.	Nov 2011-April 2012
Ongoing Lunch and Learns provide teachers with professional development targeting areas identified based on current assessment data and informal classroom visits. This initiative was based on an SBO vote.	Principal, Assistant Principal, coaches and teachers	School administrators meet regularly to monitor activities.	Ongoing September 2011-June 2012
Rosetta Stone Software has been purchased for all ELL's to use during the school day, extended day, and test prep	Teachers	School administrators will monitor this activity.	Ongoing from November 2011-June 2012.
Every ELA teacher has been given a professional development/data binder that will be used as an ongoing running record of student and teacher progress.	Teachers, Administrators	Monthly professional development	Ongoing
Humanities 90 minute blocks has been implemented into the teachers schedule.	Teachers	Weekly common planning	Ongoing through observations

Strategies to increase parental involvement

- Starting in September, the school will conduct periodic parent meetings to explain the ELA curriculum, pacing chart, programs offered, and materials being used. The first event was "Meet and Greet Night" and "New Student Orientation".
- The school will send monthly calendars home to the parents, informing them of all events taking place in the school.
- Based on the parent survey, monthly parent workshops will be offered to the parents based on their needs in assisting their children become successful.
- Monthly PA meetings will be held in which the principal will present the "principal's report" to parents, which will consist of important things going on with the school.
- ARIS parent link training and support will be offered by the parent coordinator. This opportunity will be offered to all parents in a backpack letter to parents.

- Progress Reports will be sent home every 5 weeks between report card distribution.

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend hiring fairs to seek out HQT.
- Reached out to the New Teacher Finder and the Liaison person assigned to the school, to forward the resumes of HQT to be interviewed for all vacancies.
- Reach out to the Teaching Fellows unit to interview all HQT teachers to fill vacancies.

Service and program coordination

- NCLB orientation session held in September for newly entitled SES students. The SES vendors were present and offered in September to assist parents with tutoring provider for their child.
- Federal funding provides a free breakfast program for all students.

Budget and resources alignment

- Title III money is being used to fund the Saturday BESARS program for teacher per session and materials.
- Title I money is being used to fund my educational consultant.
- TL student fair funding is being used to provide and ELA Coach.
- 21st century money is being used to fund after school test prep programs.
- TL NYSTL money is being used to buy Rally Materials, and Rosetta Stone License.
- TL FSF hardware money used to open a new MAC lab with 32 computers.

Annual Goal #2

- **By June 2012, all students will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at level 3 & 4 on the NYS Math Exam.**

Comprehensive needs assessment

- NYS report card and the NYC progress report shows that 14.5% of the tested students are meeting the State standards.
- In 2011, students in self- contained, ICT, and SETSS made only 27.4% gain in Math. The ELL’s were 24.8% in math.
- Currently 55.9% of students with disabilities are scoring at a level one in Math.
- There were no math test prep or enrichment programs offered in Math last year.
- Last school year, there was no math coach to assist teachers in improving instruction.

Instructional strategies/activities

Strategies	Staff	Step taken/decision making	Timeline
Staff is being provided with ongoing PD on city wide expectations to focus on Depth of Knowledge; CCLS; Danielson Framework, and curriculum mapping revision, in mathematics.	Principal, Assistant Principal, Coaches and teachers	Common Planning and grade level meetings	Weekly for the entire school year
The Math teachers are collaborating on the revision of the curriculum maps during ongoing common planning meetings, based on data from periodic assessments, and unit exams.	Coaches and teachers	Common Planning and grade level meetings	Weekly for the entire school year
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Math coach supports teachers with effectively implementing the math curriculum, strategies, and using manipulatives, through team teaching; PD, and modeling.	Math Coach	Coach meets with principal weekly to go over progress and current findings. Coach will keep all logs of PD provided to the teachers.	Ongoing
Purchased Rally Math Rehearsals for grades 6, 7 & 8 for students including general education, special education and English Language learners. These practice exams will provide students with the opportunity to take the test in its actual format. Teachers will be able to get a true assessment of how the students will perform, as well as their stamina in taking this exam. Additionally, interim assessments and unit exams will be administered on an ongoing basis	Assistant Principal, Coaches and teachers	Results from the exam will be used to drive test prep and targeted instruction for the last push towards the exam.	Ongoing

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ANNUAL GOAL #3 AND ACTION PLAN

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

<p>Annual Goal #3</p> <ul style="list-style-type: none"> By June 2012, all students in grade 8 will demonstrate progress towards achieving state standards as measured by an increase of 5% level 3 & 4 on the NYS Science Exam. 																											
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> According to the NYS report card, the students did not meet the AYP in science. Mock science performance test was not given to the students. Science test prep was not offered to the students. Minimal resources were in classrooms to support Science. Regular common planning for science teachers were not offered. Minimal Exposure for students to partake in educational trips related to science. 																											
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Test Prep program in science is offered to targeted students in science.	Teachers	Based on data, all 8 th graders will be targeted for this test prep.	March 2012-May 2012
Science teachers are a part of the school wide inquiry team meeting in ELA, in the efforts to incorporate ELA into all Science lessons.	Teachers, coaches and Educational Consultant	Teachers meet and discuss the focus topics for the group.	Weekly September 2011-June 2012
Two mock science performance exams will be administered to provide a monitoring system of the grade 8 students.	Assistant Principal and Teachers	Teachers in the program will meet regularly to discuss and monitor student progress.	December 2011 & May 2012
Lunch and Learns provide teachers with professional development targeting areas identified based on current assessment data and informal classroom visits. This initiative was based on an SBO vote.	Principal, Assistant Principal, coaches and teachers	School administrators meet regularly to monitor activities.	Ongoing September 2011-June 2012
The integration of writing in Science by using the science notebooks that were provided with the core curriculum to document learning, reflect on concepts, and knowledge of science.	Teachers	Periodic review of notebooks by an administrators.	Ongoing September 2011-June 2012
Educational trips that support science concepts.	Teachers	Analyzing student survey	Ongoing September 2011-June 2012.
Increase the student's science vocabulary by using word walls and process charts in the classroom, etc. Science teachers will use these strategies.	Teachers		Ongoing September 2011-June 2012
Service in schools is based around Science and the environment. The 8 th graders will be using IPAD 2 to conduct and complete a yearlong science project.	Teachers	Principal	Ongoing September 2011-June 2012

Strategies to increase parental involvement

- Family Science night will be conducted twice during the school year. The first Family Science night was conducted in September. The parents were invited to conduct experiments with their children.
- Will sign up for the city science fair in which a select group of students w/ their parent's assistance will create a project to submit.
- A Science newsletter will go out periodically to the parents, updating them on science in the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #4 AND ACTION PLAN

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

<p>Annual Goal #4</p> <ul style="list-style-type: none"> By June 2012, we will have a significant improvement in the quality of our professional development program, via the on-going and consistent monitoring of PD activities by the administration, coaches, and fellow teachers, on at least a monthly basis. 			
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> According to the Learning Environment survey, 9% of the teachers feel that they are decision makers in the school. 37% of the teachers feel that they were not provided with helpful training on student achievement and data. 42% of the teachers felt that PD did not support their subject area. 37% of the teachers felt that the PD did not provide them with teaching strategies to better meet the needs of their students. 			
<p><u>Instructional strategies/activities</u></p> <ul style="list-style-type: none"> Use of professional development Checklists during learning walks to monitor implementation of PD topics taught during workshops/demonstration lessons. Monthly common planning activities Monthly targeted differentiated professional development for teachers Monthly professional development activities provided by administrators, coaches, educational consultants Monthly Staff conferences 	<p><u>Staff</u></p> <p>Principals Cabinet, PD Team</p> <p>Teachers, AP, Coaches</p> <p>Teachers, Administrator, coaches, educational consultant</p> <p>Teachers, Administrator, coaches, educational consultant</p> <p>Administrator, coaches, educational consultant</p>	<p><u>Steps Taken/Decision Making</u></p> <p>Weekly cabinet meetings to examine and discuss the cabinets findings</p> <p>Weekly cabinet meetings to examine and discuss the cabinets findings</p> <p>Weekly cabinet meetings to examine and discuss the cabinets findings</p> <p>Weekly cabinet meetings to examine and discuss the cabinets findings</p> <p>Weekly cabinet meetings to examine and discuss the cabinets findings</p>	<p><u>Timeline</u></p> <p>September 2011-June 2012</p>

<ul style="list-style-type: none"> Weekly grade level professional development activities including common planning, inquiry, and articulation with cluster teachers 	Teachers, Administrator, coaches, educational consultant	Weekly cabinet meetings to examine and discuss the cabinets findings	September 2011-June 2012
<ul style="list-style-type: none"> 1 day staff development (September and November) 	Administrator, coaches, educational consultant	Weekly cabinet meetings to examine and discuss the cabinets findings	September & November
<ul style="list-style-type: none"> Ongoing lunch and learn activities for teachers. 	Teachers, Administrator, coaches, educational consultant	Weekly cabinet meetings to examine and discuss the cabinets findings	September 2011-June 2012
<ul style="list-style-type: none"> Continue core inquiry team meetings designed to address our targeted population's needs 	Designated Inquiry Team members	Weekly cabinet meetings to examine and discuss the cabinets findings	ongoing
<ul style="list-style-type: none"> Weekly/Monthly grade conferences as needed 	Administrators	Weekly cabinet meetings to examine and discuss the cabinets findings	September 2011-June 2012
<ul style="list-style-type: none"> New Teacher Mentoring provided by fellow teachers and coaches 	Designated teachers	Weekly cabinet meetings to examine and discuss the cabinets findings	September 2011-June 2012

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	55	55	0	0	27	0	18	4
7	80	80	0	0	25	0	16	3
8	75	75	25	0	28	0	26	4
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> ➤ Extended day small group tutoring (37 ½ minutes) ➤ Whole class enrichment with ELA coach, weekly ➤ After school test prep program
Mathematics	<ul style="list-style-type: none"> ➤ Extended day small group tutoring (37 ½ minutes) ➤ Whole class enrichment with math coach, weekly ➤ After school test prep program
Science	<ul style="list-style-type: none"> ➤ Afterschool science test prep ➤ Saturday Science test prep ➤ 2 mock Science performance exams
Social Studies	<ul style="list-style-type: none"> ➤ Humanities based curriculum that will incorporate SS into all ELA lessons
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ➤ Peer Mediation ➤ Small group counseling ➤ Family and Bereavement counseling
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ➤ Individual counseling
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ➤ Peer Mediation ➤ Mental Health and Suicide prevention ➤ ACS Liaison ➤ Family Outreach and Services
At-risk Health-related Services	<ul style="list-style-type: none"> ➤ Obesity and Diabetes Monitored by guidance counselor and school nurse

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The Science School for Exploration and Discovery will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07X224 School Name: The Science School for Exploration and Discovery

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to the NYS Report card 2010-2011, MS 224 did not meet its AYP in ELA in the area of all students, LEP, Students with disabilities, Bla, Hisp, and ED.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The interventions that will be put in place will be the extended day program will be mandated for all level one students in both ELA and Math; BESARS Saturday program geared towards providing enrichment to all ELL students grade 6-8; After school test prep programs that will be geared for all students with IEP's, as well as students that scored level two on the ELA and/or Math exam. In addition, all low performing students will receive AIS in either ELA or Math, as part of their school schedule.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Our schools Professional Development plan originates from longitudinal analysis of test performance over the past two years. This includes analysis of our progress report, ELA and Math item analysis, and Acuity. This has enabled us to identify academic areas most in need of improvement, and research-based instructional best practices. We also are guided by the Chancellors mandates regarding Danielson's Framework and CCSS/Inquiry. Finally we started the year by asking teachers to identify professional goals and the professional development that they need to achieve these goals.

The academic areas most in need of improvement are:

- Improve literacy across all content areas, focusing on improving reading and writing proficiency and stamina
- Moving each students literacy and Math proficiency closer to grade level, by focusing on reading, writing and math basics

Our data analysis and teacher surveys revealed the following key areas of professional development that needs to be addressed in order to improve academic outcomes:

- Intensive data analysis to reveal each students learning needs, as well as whole group learning needs
- Developing standards-based curriculum, aligned to CCSS
- Planning highly effective, coherent instruction that aligns to best practiced, such as Danielson's Framework
- Improving instructional effectiveness, including the workshop model
- Best practices for ELL and SWD instruction
- Using Assessment to monitor student progress
- Behavior management

10% of Title 1 funding is being used as follows:

- Educational specialist
 - Successful Learning Group. This consultancy group specializes in raising the literacy levels of adolescent and pre-adolescent students. The consultant has a long history of success working in schools in a similar setting. The PD model includes whole school workshops, content area collaborative planning and in-class real time demonstration lessons.
 - Shane Purse Associates. This education specialist is very experienced at providing PD that result in improved instructional effectiveness and improved student outcomes. Schools that he have worked with all experience rapid improvement in test scores. The PD model includes whole school workshops, content area collaborative planning and in-class real time demonstration lessons.
 - American Reading Company (100 book challenge) – This company provides resources and professional development to support students who are reading below grade level
 - Omni Learning provides PD specifically for science teachers
- Per session to allow teachers to attend workshops and engage in collaborative learning and planning

The structure for professional development

- Common planning for content areas occurs weekly, which is built into all the teacher's schedules.
- Every Thursday from 7.50 to 8.30 the entire faculty attends professional development workshops that are presented by our leadership team, our coaches and our external consultants. The topics focus on the chancellors mandates including Danielson, CCSS, Inquiry; on data analysis; and on improving instructional effectiveness
- Whole school workshops occur on mandated Chancellors days and a serious of evening workshops is being presented by our external consultants
- Director of ELA provides guidance to ELA teachers
- Our ELA and Math Coaches facilitating content area common planning, collaborative planning with each teacher, and in-class support

- **Education specialist providing in-class real-time professional development through collaborative planning, demonstration lessons, modeling effective instructional practices, and post –lesson reflection. The education specialists also present whole school workshops.**
 - **Inter-visitations and learning walks are facilitated by our instructional leadership team and external consultants**
 - **Teachers are supported to engage in relevant external professional development**
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

We recognize that improving instructional effectiveness of our teachers is the key to improving student outcomes, as evidenced by improved results on NYS standardized tests. Our teacher mentoring program has the following components:

All teachers:

- **Frequent cycle of formal and informal observation by Principal and AP, using criteria from Danielson’s Framework to provide meaningful feedback.**
- **Math coach and Literacy coach meeting with each teacher several times per week for pre-planning, observation/collaborative teaching/ post lesson reflection. This will include addressing areas in need of improvement that were identified during formal and informal observations. Facilitating common planning for content areas.**
- **Real time, in-class professional development provided by education specialist who has a long-term proven track record at improving instructional effectiveness and raising student outcomes. This will include addressing areas in need of improvement that were identified during formal and informal observations.**
- **Inter-visitations to observe experienced teachers and to provide meaning peer feedback.**
- **Cycle of learning walks followed by whole group reflection.**

New Teachers:

- **Frequent cycle of formal and informal observation by Principal and AP, using criteria from Danielson’s Framework to provide meaningful feedback.**
- **Math coach and Literacy coach meeting with each teacher several times per week for pre-planning, observation/collaborative teaching/ post lesson reflection. This will include addressing areas in need of improvement that were identified during formal and informal observations. Facilitating common planning for content areas.**
- **Real time, in-class professional development provided by education specialist who has a long-term proven track record at improving instructional effectiveness and raising student outcomes. This will include addressing areas in need of improvement that were identified during formal and informal observations.**
- **Cycle of learning walks followed by whole group reflection.**
- **Inter-visitations to observe experienced teachers twice per week.**

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.

The school will provide the parents with written communication involving the status of the school, as provided by the DOE. The letters will be translated into the two primary languages spoken by our parents. In addition, the information will be presented at the December and January PA meetings.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Roxan Marks	District 07	Borough Bronx	School Number 224
School Name			

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

Principal Sojourner Welch-David	Assistant Principal Richard Cole
Coach Tiffany Lincoln	Coach Sandra Reid
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	379	Total Number of ELLs	128	ELLs as share of total student population (%)	33.77%
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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. 

When a new student arrives at MS 224, a licensed pedagogue administers the Home Language Identification Survey (HLIS). The Bilingual/ESL Co-ordinator reviews the HLIS and if the child is eligible for testing he/she is tested within ten days with the LAB-R and/or the Spanish LAB. If it is determined that the child is entitled to services as per the LAB-R/Spanish LAB, the parent or guardian is immediately informed by phone by the Parent Co-ordinator, and additionally by a letter sent with the child. Parents are then required to attend an orientation for parents of ELLs. During this orientation, parents or guardians are informed through a power-point presentation, pamphlets and a Department of Education video of the various ELLs programs available for their children. Upon receiving their information on the various educational programs for ELLs, parents/guardians are then asked to make a program selection. The program selection forms are distributed to each parent to fill out. Upon completion, the forms are collected and reviewed. ELL Information is always presented to parents in both languages.

Over the past 3 years (Spring 2009, Spring 2010 and Spring 2011), students' English language proficiency has been measured through the NYSESLAT. In general, students in grade 6-8 achieved at higher English Proficiency levels in the speaking and listening modality of the exam. Students scored lower in the Reading modality. The writing modality throughout all grades, illustrated an even lowered proficiency gain. Yet, our students have demonstrated a great increase between the levels of English proficiency.

At MS 224, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, in September, parents receive an English Language Learner Parent Orientation informing them of the various programs available for our ELL students. Parents were also invited to "Greet and Meet", a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child's progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Furthermore, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents' leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Game Night that will cover literacy, math and science jeopardy.

Program Selection Forms are filled out during ELL Parent Orientation Meetings, or failing that, appointments are made individually with parents to discuss the program options, and view the video.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							24	26	28					78
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							16	13	19					48
Total	0	0	0	0	0	0	40	39	47	0	0	0	0	126

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	13
SIFE	30	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	24

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	45	21	0	22	5	0	23	0	0	90
Dual Language										0
ESL										0
Total	45	21	0	22	5	0	23	0	0	90

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							22	26	28					76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	24	26	28	0	0	0	0	78

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	10	12					35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	2	5					9
Haitian														0
French							1	1	2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	16	13	19	0	0	0	0	48

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

In regards to the English Language Learners population, our school presently serves 128 ELL students. The configuration of the class of ELLs are as follows: 1 TBE 6th grade class with 22 students; 1 TBE 7th grade class with 26 students; 1 TBE 8th grade class with 28 students. The TBE classes are taught by licensed ESL teachers who teach all the core subjects.

We also provide Pull-Out ESL services for ELLs in classes other than the TBE classes and Pull-Out ESL services for Special Education students who are not in the bilingual classes. The students in general education classes are the following: 10 students in 6th grade; 9 students in 7th grade; and 15 students in 8th grade. The Special Education students (all X-coded) are in the following grades: 6 students in grade 6; 4 students in grade 7; 3 students in the 8th grade. The X-coded ELL students are served according to their IEP but take the NYSESLAT in May according to the NCLB requirements. All ELL students at MS 224 receive the required amount of minutes according to proficiency levels as required by the CR-Part 154. In addition, students in the transitional bilingual class (TBE) receive Native Language Arts in Spanish according to the CR-Part 154 requirements.

(see sample student schedule)

Students in the beginning level of English proficiency receive daily 60% (190 minutes) of instruction in their native language and 40% (126 minutes) in English instruction. Students in low intermediate level of English proficiency receive 50% (158 minutes) of instruction in Spanish and 50% (158 minutes) of instruction in English. Students also receive four periods of Native Language Arts and English Language Arts daily per week.

The school's transition plan for transitional bilingual students who reach proficiency on the NYSESLAT and are transferred to monolingual classes is to provide an additional one-two years of ESL support services. In addition, they participate in MS 224's Academic Intervention Program to ensure that they reach the highest academic achievement. The same is applicable to the special education students respectively.

Bilingual and ELA teachers at MS 224 work collaboratively. There are scheduled common preparation periods and grade conferences during which they do common planning, inter-visitation, learning walks and plan for future professional development according to the school needs of assessment. ESL bilingual teachers at MS 224 hold either ESL or content area credentials.

In every classroom at MS 224, you will find differentiated instruction in order to meet the varied needs of the ELL population. Teaching strategies used to meet the different needs of our ELL students are: modeling, contextualization, metacognition, total physical response, repetition, hands on instruction, small group instruction and individual instruction and pairing. All students have access to laptop computers which are incorporated into classroom practice. All ELLs take part in the 100 Book Challenge using differentiated books. Furthermore, during the school year, our school provides ongoing small group instruction to all of our students. Our English Language Learners actively participate in the BESARS Saturday Academy under Title 3. In this program, students are serviced as follows: one hour and a half of English as a Second Language, and one hour and a half of NYSESLAT test preparation.

SIFE-Students with interrupted formal education at MS 224 receive scaffolded instruction using ESL methodologies which focus on

A. Programming and Scheduling Information

acquisition of Academic vocabulary in order to accelerate their learning. Additionally they utilize a number of interventions such as Read 180, Rosetta Stone, Wilson, Impact Math, Everyday Math and small group instruction.

Newcomers -The implication for Language Allocation Policy and instruction at MS 224 are for all ELL students, especially our newly arrived ELL students to be encouraged to speak though task-oriented situations in order to interact and communicate with peers and adults. Listening activities (note taking, following spoken instruction), and sources such as videos and audios (book on tape), will continue to be utilized. Reading and Writing strategies for developing and improving English proficiency levels include guided, shared, and independent reading and writing (small group, peer grouping, student-teachers conferencing) in order to develop and enhance language proficiency.

ELLS 4-6 - In an effort to develop the language skills, and fluency of our ELLs population at MS 224, we use the Workshop Model which follows all the balanced literacy components, (research-based), such as read aloud, shared reading/writing, independent reading/writing, and guided reading/writing. In addition to the model we incorporate audio/visuals, listening centers, big books, charts, differentiated graphic organizers, and manipulatives. The content area in the bilingual classes are taught using the following scientific based approach: A. Walqui’s Model of Scaffolding, Basic Interpersonal Communication Skills (BISC); Cognitive Academic Language Learning Approach (CALLA), by A.Chamot and M.O’Malley.

Longterm ELLS with 6 years of service- Instruction is focused on developing Academic Language and writing skills. Focus books are used to concentrate on specific reading skills, CARS books focusing on reading comprehension skills in various genres, and functional documents are utilized and help teachers track reader comprehension and student mastery. Leveled books in the 100 Book Challenge. Students are flexibly grouped for guided practice. Students write differentiated reading responses and use test prep materials that focus specifically on areas of strength and weaknesses. Students use differentiated graphic organizers to scaffold writing.

Special Needs ELLs-In consultation with the Special Education teachers and as per their IEPs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development opportunities are offered to all teachers of ELLs. All teachers received the mandated Chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the year 2011-2012. The professional development will be on instructional known needs areas for ELLs such as scaffolding, ESL methodology, Common Core Learning and NYS standards and data driven instruction for ELLs. The professional development will be provided by an outside presenter knowledgeable in area of instructional needs for English Language Learners. The following topics are covered in the school year 2011-2012 by the school bilingual coordinator, literacy coach and assistant principals.

- September Workshop Model – Balanced Literacy and Humanities Curriculum Map
- October – November Common Core Learning Standards
- November-December Assessment ELLS-Acuity
- January Impact Math
- November – May Scaffolding strategies and classroom activities for ELLs, Language Allocation Policy Study groups

- September – June ESL Methodologies & Strategies
- October – May Using Data to Drive Instruction
- February – May NYSESLAT & ELA Assessment
- October – May Study Groups – using “Scaffolding Language Scaffolding Learning”

D. Professional Development and Support for School Staff

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

Professional Development opportunities are offered to all teachers of ELLs. All teachers received the mandated Chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the year 2011-2012. The professional development will be on instructional known needs areas for ELLs such as scaffolding, ESL methodology, Common Core Learning and NYS standards and data driven instruction for ELLs. The professional development will be provided by an outside presenter knowledgeable in area of instructional needs for English Language Learners. The following topics are covered in the school year 2011-2012 by the school bilingual coordinator, literacy coach and assistant principals.

- September Workshop Model – Balanced Literacy and Humanities Curriculum Map
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- November – May Scaffolding strategies and classroom activities for ELLs, Language Allocation Policy Study groups

- September – June ESL Methodologies & Strategies
- October – May Using Data to Drive Instruction
- February – May NYSESLAT & ELA Assessment
- October – May Study Groups – using “Scaffolding Language Scaffolding Learning” by Pauline Gibbons

- September – May Placement of ELLs aste response to questions 1-3 here

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?

At MS 224, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, by September 2011, our parents will receive a parent orientation informing them of the various programs we have available for our ELL students. Parents are also invited to “Greet and Meet”, a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child's progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Further more, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents' leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Game Night that will cover literacy, math and science jeopardy. Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school:

Middle School 224 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement policy requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing formation and school reports required under section 1111 of ESEA understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent

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?

At MS 224, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, by September 2011, our parents will receive a parent orientation informing them of the various programs we have available for our ELL students. Parents are also invited to “Greet and Meet”, a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child’s progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Further more, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents’ leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Game Night that will cover literacy, math and science jeopardy. Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school:

Middle School 224 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement policy requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing formation and school reports required under section 1111 of ESEA understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will 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

- That parents play an integral role in assisting their child’s learning
- That parents are encouraged to be actively involved in their child’s education at school
- That parents are full partners in their child’s education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. Middle School 224 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Middle School 224 and the Board of the Parents Association will join in the development of the school parental involvement plan.
- The Board of the Parents Association and other interested parents and children will form an ad-hoc committee to have meaningful consultation in the development of the school parental involvement plan.

2. Middle School 224 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be invited to attend the Quality Review of the school.
- Parents will be active participants in the review.
- Parents will be made available for any questions from the reviewer.
- Parents will be part of any debriefing in regard to the school review.
- Parents will be part of the reviewer exiting report.

3. Middle School 224 will provide the following necessary coordination, technical assistance, and other support in planning and

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?

At MS 224, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, by September 2011, our parents will receive a parent orientation informing them of the various programs we have available for our ELL students. Parents are also invited to “Greet and Meet”, a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child’s progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Further more, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents’ leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Game Night that will cover literacy, math and science jeopardy. Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school:

Middle School 224 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement policy requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing formation and school reports required under section 1111 of ESEA understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will 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

- That parents play an integral role in assisting their child’s learning
- That parents are encouraged to be actively involved in their child’s education at school
- That parents are full partners in their child’s education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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- Middle School 224 and the Board of the Parents Association will join in the development of the school parental involvement plan.
- The Board of the Parents Association and other interested parents and children will form an ad-hoc committee to have meaningful consultation in the development of the school parental involvement plan.

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- Parents will be active participants in the review.
- Parents will be made available for any questions from the reviewer.
- Parents will be part of any debriefing in regard to the school review.
- Parents will be part of the reviewer exiting report.

3. Middle School 224 will provide the following necessary coordination, technical assistance, and other support in planning and

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)							4	10	10					24
Intermediate(I)							11	14	12					37
Advanced (A)							12	15	15					42
Total	0	0	0	0	0	0	27	39	37	0	0	0	0	103

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	8	5				
	I							13	8	11				
	A							17	23	15				
	P							5	1	13				
READING/ WRITING	B							14	10	14				
	I							12	15	18				
	A							9	13	10				
	P							3	2	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	26	7	1		34
7	21	20	1		42
8	18	18	0		36
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	16		19		3				38
7	22		23		7				52
8	13		22		8				43

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

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

Over the past 3 years (Spring 2009, Spring 2010 and Spring 2011), students' English language proficiency has been measured through the NYSESLAT. In general, students in grade 6-8 achieved at higher English Proficiency levels in the speaking and listening modality of the exam. Students scored lower in the Reading modality. The writing modality throughout all grades, illustrated an even lowered proficiency gain. Yet, our students have demonstrated a great increase between the levels of English proficiency. Students have a range of developed and prior knowledge experiences. These levels of skills in the native language are considered when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Academic language development is achieved in a collaborative setting, where ELLs and teachers are partners in learning. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language. The implications are for ELLs and instructor of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Every Day Math and Impact Math Assessment, Read 180, funded pull-out math teachers, and small group instruction.

Additional Information

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

Paste additional information here

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X **School Name:** 224

Cluster: 4 **Network:** 401

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.

For parent meetings, we translate letters to the parents inviting them to the meetings. We assess our success rate by the number of spanish speaking parents that show up for the meetings. In addition, we provide calenders that are translated, informing parents of upcoming events, and we assess by the number of parents that participate in the workshops provided. When written correspondence goes home with a response requested, we analyze how many of the papers are returned signed by the parent. We also make sure that all meetings are translated and any questions that need to be asked are answered in the appropriate language.

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.

The major findings of our school's written translation and oral interpretation needs is that all correspondences must be in Spanish in order to get a good response from the parents. Also, during parent meetings, most of the meetings must be translated into Spanish due to the majority of the parents being Spanish speaking. Based on our home language surveys, we have a large percentage of our parent body that is primarily Spanish speaking.

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.

The written translated services provided is all parent letters, progress reports, calenders, and correspondences that go home to the parent via backpack and mail. All letters are translated in a timely fashion by an in house school staff. All school correspondences are in English/Spanish and given to all the students whether they are spanish speaking or not.

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 is provided by several different people, including the PA president, school aides, social worker and parent volunteers. When parents need a service in the main office, they are greeted by an office school aide that is bilingual. In all meetings, the PA president or parent volunteer translates all the information to the parents in Spanish. When vendors are presenting, they are required to have a bilingual employee to translate to the parents. When a Spanish speaking parent need to speak to a non Spanish speaking teacher , the meeting will be held with a translator, in order to articulate their needs and concerns to the teacher, as well as the teacher being able to address concerns to the parents. At MS 224, we have a bilingual dean that deals with discipline and explaining the discipline policy to all Spanish speaking parents.

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>.

Under Chancellor's Regs A-663, MS 224 is providing all correspondences in Spanish and English. Parents are supplied with translated documents pertaining to school specifically, as well as DOE documents such as code of conduct. Parents are provided with Spanish/English admittance forms, as well as a translator to assist with the filling out of school documents. All meetings are held in both Spanish and English. Whenever needed, teachers utilize the translated phone system to call the homes of students that parents only speak Spanish. Information from the parent language survey is also located in the ATS and available as needed. At all parent meetings, they are informed of the translated services that the school provides them, in order to keep them informed of the progress of the child, and important events at the school.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Science School for Explor.	DBN: 07X224
Cluster Leader:	Network Leader: Roxan Marks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our English Language Learners actively participate in the BESARS Saturday Academy under Title III. In this program, students are serviced as follows; one hour of ESL and NYSESLAT test preparation, one hour of ELA and one hour of MATH. The program will be offered to all ELLS in grades 6-8. There will be a total of 9 groups of 10-15 students in each grade 6-8. Certified ESL/BL & content area teachers will serve them and ESL certified teachers. The program will be from October to May for 23 weeks, it will be for three hours each session. The focus of the program is ELA, Math and NYSESLAT test prep. Students will rotate to each class for one hour each day. Students will work in small groups in order to be able to focus on their individual needs based on ELL data. Title III will purchase materials to support this program such as:

- NYSESLAT Practice materials
- Math Supplementary materials
- Leveled Libraries
- Multicultural Libraries
- Content Area Libraries
- Bilingual Translation Dictionaries
- Computer Aided Software

Supplies – notebooks, chart tablets, paper, folders, etc.

A supervisor will be paid with Title III funds to ensure quality instruction, professional development activities, and a safe environment for the students, parents and staff.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: Professional development opportunities are offered to all teachers of ELLs. All teachers received the mandated chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the year 2011-2012. Focused Professional Development will be provided by an outside presenter knowledgeable in the area of instructional needs for English Language Learners. The Consultants three professional development workshops will be on instructional known needs areas for ELLs such as:

- Scaffolding, ESL methodology
- NYS Standards
- Data driven instruction for ELLs.

The following topics are covered during the school year 2011-2012 by the school bilingual coordinator, literacy coach and assistant principals:

- September Workshop Model- Balanced Literacy and Humanities Curriculum Map
- October-November Common Core Standards
- December Assessment ELLS-Acuity
- January Impact Math
- November-May Scaffolding strategies and classroom activities for ELLs
- September-June ESL Methodologies and Strategies
- October-May Using Data to Drive Instruction
- February-May NYSESLAT and ELA Assessment
- September-May Placement of ELLs

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: The need to provide translation is an ongoing assessment at IS 224.

Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school: Parents Orientation for ELLs spearheaded by the Program Coordinator, meetings by Parent Coordinator, Parent Teacher Conferences and Parent Association Meetings.

Parents in need of translation services will receive both written and oral interpretation at the school. Translated written documents will be sent home as needed. The school staff provides this service in-house. Oral interpretation will be provided to parents during parent-teacher meetings, or during any school meeting the parent may have at the

School. Written translation will be provided to non-speaking parents in their native language when needed. The school staff will provide this service in-house. Oral translation is provided to our students for testing purposes by in-house school staff when available, any other board of education personnel, or outside consultant if and when needed.

IS 224 will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will post a sign in the lobby and main office that indicates the availability of interpretation services in the necessary languages. The school's safety plan will

contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. All forms pertaining to IS 224's educational policies, events and documents will be translated into the necessary languages for parents.

In preparing our bilingual parents to aide and assist their children and our students in meeting their curriculum goals, parents will be invited to attend a computer class using state of the arts apple computers and will take an online course in American English using Rossetta Stone an:

- Interactive Software that teaches them to speak, read, write and think in English (American).
- With Live Online Lessons -Practice sessions led by native-English (American) speaking tutors.
- Games & Community - English (American) language-enhancing games move them towards real-world proficiency.

Part D: Parental Engagement Activities

Sample topics include:

- Learn English (American) basics, such as age and family relations
- Questions, greetings, introductions
- Telling time, calendar terms, the weather
- Directions, locations, dining out
- Emotions, opinions, ideas
- Political, media, business terms
- Arranging home repairs
- Planning to move abroad
- Discussing the arts and tourism
- Careers and conducting interviews
- Problem-solving and commercial transactions

This level will help them:

- Build their English (American) vocabulary and language abilities
- Read, write, speak and understand English (American)
- Speak English (American) without a script
- Retain what they have learned
- Practice unscripted conversations in English (American)
- Negotiate complex situations with confidence and accuracy

Part E: Budget

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

Allocation Amount: \$17116

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

Part E: Budget

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

Allocation Amount: \$17116

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