



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE SCIENCE SCHOOL FOR EXPLORATION AND DISCOVERY

DBN (i.e. 01M001): 07X224

Principal: SOJOURNER WELCH-DAVID

Principal Email: SWELCHDAVID@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: ROXAN MARKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sojourner Welch-David	*Principal or Designee	
Rashad Brown	*UFT Chapter Leader or Designee	
Love Andujar	*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>)	
Bernie Hernandez	CBO Representative, if applicable	
Chantale Joseph	Member/ Chairperson/Teacher	
Mercedes Liriano	Member/ Teacher	
Lizette Concepcion	Member/ Parent	
Joseph Pizzarro	Member/ Parent	
Sharon Jones	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 07X224

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	327	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	7	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.7%	% Attendance Rate			87.5%
% Free Lunch	96.8%	% Reduced Lunch			1.2%
% Limited English Proficient	36.6%	% Students with Disabilities			26.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			22.1%
% Hispanic or Latino	74.3%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	2.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.45	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			N/A
% Teaching with Fewer Than 3 Years of Experience	17.2%	Average Teacher Absences			8.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.2%	Mathematics Performance at levels 3 & 4			3.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			36.9%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strength of last year's SCEP was that the school was able to focus on specific and obtainable goals that would improve instruction and teacher practice. Based on each goal, committees were formed to address student and parent engagement, and teacher team meetings were built into the schedule and the day.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The area that the school continues to work on is student goals and student ownership of their own achievement. Students continue to rely on teacher intervention and guidance, and have a difficulty reaching their goals without constant revisions and monitoring.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barrier that was encountered was the constant revising of the SCEP goals throughout the entire school year, which made it difficult to understand what was being asked on this template.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
My school SCEP was implemented to the best of our ability, due to the fact that these were the recommendations from the QR, in which we have to show improvement by the next QR in January 2014.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
NA			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Being asked to revise this document over and over again. Also, given that the QR is in January, not having any time to implement these goals to the fullest before the review.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The academic achievement target for all sub groups is that they will make one years' progress through the growth percentile and 5% of the students will move to the level on the State ELA and Math scores.			
Describe how the school leader(s) will communicate with school staff and the community.			
The final SCEP will be presented to the SLT for review based on their recommendations. The teachers will be presented with the SCEP goals at our next faculty conference. The school community as a whole will be presented an abridged version of the school SCEP goals. These goals will be posted throughout the school building.			
Describe your theory of action at the core of your school's SCEP.			
The theory of action is working collaborative to build coherence in best teacher practice, and speak a common language on our beliefs of how students learn best.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy will be to conduct as many teacher teams meetings as possible, in order to address all of the goals in this document. Administrators will sit in on all meetings, and gauge where our teachers are in understanding the new standards, as it relates to our school, and what PD's the teachers will need to further improve this work.			
List the key elements and other unique characteristics of your school's SCEP.			
The key element is meeting the needs of all students through different avenues of instruction and assessment. What is unique about our plan is, it doesn't place such a heavy weight on State exams, however the weight is placed heavily on teacher practice which will guide student progress.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
With three administrators in the building, the work responsibility has been divided to ensure that all teachers are supported, all teacher teams include an administrator, and all gap analysis and instructional rounds work is review by an administrator.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Refine current professional development opportunities that will focus on the development of effective rubrics that will be used to examine student work, and ensure that students are aware of the next learning steps.			
Review Type:	AQR	Year:	2012-2013
		Page Number:	5
		HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader's vision	X	2.3 Systems and structures for school development
	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of all ELA and Math teachers will create and use common rubrics to examine student work and ensure that students are fully aware of their next learning steps, as evidence by meaningful comments on student work.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Weekly common planning sessions around creation and utilization of common rubrics. 2. Weekly PD's and in class modeling with the teacher and students will be conducted by the educational consultant who will focus on effective rubrics and how does it apply when guiding lessons and evaluating student work for understanding. 3. One to one post conference observation with principal and AP's, around the use of rubrics (from teacher or created by the students).
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administrators 2. Coaches/Teachers 3. Educational consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. The use of GAP analysis will be used to evaluate the effectiveness of rubrics and its impact on student activity. 2. Bulletin boards will reflect common rubrics, which will be accompanied by meaningful comments. 3. Action Plans and log of assistance will be kept for each data meeting.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013-June 2014 2. October 2013-June 2014 3. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Afterschool common planning will take place to present and evaluate the rubrics that will be used in the classrooms. All teachers will be invited to this planning session, and there will be an administrator that will sit in on the meeting. Afterschool common planning will be a per session activity. Inquiry teams comprised of 4 teachers at 48 hours each at the per session rate, using PF. 1 supervisor at 48 hours at the per session rate. In addition, PF funds will be used for 60 days of per diem to allow teachers to attend PD's and intervisitations of other schools. 2. Rubrics will be included in the common planning binders for all teachers. Educational consultants Shane Purse Associates and CITE will provide this activity. Through the use of OTPS using PF funding. 3. Rubrics will be presented to the students for review; as evident in the classroom, notebooks, and portfolios. No cost associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Further refine teacher practices and tasks so that students are appropriately challenged in learning activities to extend their thinking.									
Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	3.2 Enact curriculum		X	3.3 Units and lesson plans					
X	3.4 Teacher collaboration			3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, 100% of all teachers will engage in collaborative inquiry work 2-3 per week, as evidenced by agendas, minutes, and attendance sheets.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> Teachers will conference with students about their work and progress in the class, based on the work in common planning. Teachers will provide feedback to specific students that were featured in the gap analysis session during common planning. Teachers will meet three times a week to engage in collaborative inquiry. Two of the meetings are built into each teacher's schedule, one meeting is after school. Protocols for these inquiry team meetings will be established for each meeting. These protocols will vary by department, and will be teacher created. Teachers will also participate in inquiry around the creation of tasks that are common core aligned. 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Teachers Educational consultants Administrators Coaches Network Support 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
<ol style="list-style-type: none"> Conference notes between teacher and student will be evident in the student's portfolios. Through the use of gap analysis, task will be examined for effectiveness, student engagement, and student work product. Teachers will meet 2-3 times a week, and agendas, minutes, and attendance will be taken. The use of data, gap analysis, UDL, and focusing on the instructional shifts will be used in common planning. Agendas, attendance, and minutes will be taken. Data binders will be kept by all teachers to show that instruction, teacher practice, and decisions for students are driven by data. 									
D. Timeline for implementation and completion including start and end dates									

1. October 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013- June 2014
5. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will conference with students during class, and during extended learning time. Parents will receive up to date progress reports. This activity will be funded through PF. This will comprise of 6 teachers at 135 ½ hours using PF funding, which is supplemental to the 21st century grant.
2. Teachers will give the students an opportunity to redo the assignment during class. There is no cost associated with this activity.
3. Collaborative teams comprised of 4 teachers at 48 hours (as per goal #1) at the per session rate using PF funds. 2 supervisors at 70 hours each using PF funding.
4. Common planning binders will be created that will outline every protocol used during common planning this year. No cost is associated with this activity.
5. Inquiry teams comprised of 4 teachers 48 hours as per goal #1E.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Promote coherence of multiple entry points based on data so that all lessons engage students, provide rigorous instruction, and increase student learning.

Review Type:	AQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, 80% of teachers will effectively use data to plan lessons, which promotes meaningful and engaging activities for students, measured by informal and formal observations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Common planning and teacher team meetings, teachers will review data and modify lesson plans to meet the needs of all learners.
2. Rotating common planning facilitators will be assigned to lead the gap analysis weekly review, using their own student work product which will be reviewed and evaluated by their colleagues to assess the rigor of the task and to see if the work is cognitively engaging for all students.
3. Monthly interdisciplinary common planning will be held on the 3rd Thursday of every month to address data driven instruction.

4. Through formal and informal observations, the administrators will look for evidence of data decisions in the lesson plan.
5. Students will engage in after school instruction for two days a week for two hours a day (extended learning time). Students will be grouped according to their learning goals created by the teachers based on data.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. Students
3. Educational Consultants
4. Coaches
5. School Administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Rubrics will accompany all student work in the portfolios, classrooms and hallway bulletin boards, based on data results.
2. Common Planning agendas that indicate which teacher will be facilitating the next session will be created.
3. Teachers will examine their data and indicate the modifications that they will use for each student that they teach. These meetings will have an agenda, task sheet, and attendance.
4. Observations will be logged onto ADVANCE and a copy will be kept in the observation binder.
5. Students will create learning goals for themselves, based on conferencing with their teachers. Attendance and work product will be documented.

D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. October 2013-April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. These meetings will take place after school and comprise of 4 teachers at 48 hours at the per session rate using PF funds as per goal #1E)
2. Attendance, minutes, and agenda will be kept for all meetings. No cost associated with this activity.
3. In the teacher's weekly professional development, lesson plans will be examined for effectiveness. Educational consultants will be facilitating this meeting. PF funding in OTPS will be used for Shane Purse and CITE.
4. Observations will be logged onto ADVANCE and a copy will be kept in the observation binder.
5. Saturday academy will be offered to students that scored below the scale score, whom require AIS services. Fall and Spring Recess Academy will be held for all students that scored below the scale score, whom required AIS services, as well as afterschool 2 days a week. Saturday program will comprise of 4 teachers at 47 hours per teacher using Title 111 funds supplement Saturday program w/ PF funding for 13 sessions @ 3 hrs.for 4 teachers; Afterschool: This will comprise of 6 teachers using 21st century funding and this program will be supplemented with PF funding at 135 ½ additional hours.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

According to the Learning Environment Survey for school year 2012-2013, 25% of students feel that they do not treat each other with respect

Review Type:	LES	Year:	2012-2013	Page Number:	11	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013-14, all students will have engaged in a year-long “respect for all” program, to promote positive social and emotional growth, leading to increased student achievement, as evidence by a 5% decrease in OORS incidents related to bullying or bias behavior..

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Monthly Student Government (SGA) meetings with school leaders to discuss issues by students that are presented to the student executive cabinet.
2. Student Government will be charged with major decisions involving grade wide activities. These student members will make decisions with the support of key school personnel, and student surveys.
3. Monthly assemblies will be held to address different components of the Respect for All Model.
4. A boys and girls mentoring group will be created with at risk students in the school. Weekly Activities will be centered around these two groups, including team building and socio emotional issues.
5. Three days a week, all students will be engaged in a theme based advisory group that will be centered around connections, respect, and social interactions.

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher
2. School Administrators
3. Guidance Counselor
4. Paraprofessionals
5. Educational Consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly logs will be created for all SGA meetings and assemblies.
2. Student surveys created by the school will be administered to the students to evaluate the activities that they have been a part of.
3. Writing assignments will be due for the students after each section of RFA is complete.
4. Activities, agenda, and minutes will be kept for all mentoring sessions. Tracking of mentees will be done through baseline assessment, report cards, progress reports, and daily conduct sheets.
5. Projects and presentations will be on display, based on the work in each club.

D. Timeline for implementation and completion including start and end dates

1. October 2013-June 2014
2. November 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. January 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. At the completion of these activities, the student government members and staff facilitators will meet with the principal to evaluate the activities effectiveness. (no cost associated with this activity)
2. The student government will meet every two weeks with incentives committee members and teacher in charge of SGA. This activity will comprise of 4 teachers at 20

- hours as per session rate, using TL.
- An incentive committee will meet once a week afterschool to discuss incentives for honor roll, perfect attendance, citizenship, uniforms, and all other positive behavior. This activity will comprise of 4 teachers at 30 hours per teacher at the per session rate using TL funding.
 - This activity will comprise of 2 AP 48 hours using PF funds; 1 guidance counselor 126 hours using PF funding.
 - An advisory school fair will take place towards end of school year. (no cost associated with this activity).Parents will be invited.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders		

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the Learning Environment for the school year 2013-2014, 14% of parents feel that they have never been invited to an event at their child's school activities.

Review Type:	LES	Year:	2012-2013	Page Number:	6	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, as measured by participation and parent feedback, the school will provide parent workshops to bridge the communication gap between student learning, and home environment (workshop topics will include: ACUITY, ARIS, curriculum and homework assistance.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- Hold monthly parent workshops targeting common core standards, ARIS, high school articulation, curriculum, homework help, and socio-emotional development of the middle school child.
- Parents will be invited to various school events, before and after school.
- Parents will complete a reflection sheet at the end of the workshops.
- Parents will be provided materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math, and use of technology.

B. Key personnel and other resources used to implement each strategy/activity

- Teachers
- Parent coordinator
- School Administrators
- Educational Consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance will be taken and monitored at all meetings and workshops.
2. Letters will go out to parents inviting them to attend student events.
3. Parents will be asked to fill out a parent survey which will be created by the school. This survey will be centered around communication between home and school, and parent interest in terms of workshops that they would like to receive.
4. Parent resource materials will be given out to parents based on hot topic issues in the NYC schools today.

D. Timeline for implementation and completion including start and end dates

1. August 2013-May 2014
2. October 2013-June 2014
3. October 2013-June 2014
4. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will conduct monthly meetings based on curriculum, CCLS, and homework support. This activity will consist 4 teachers at 48 hours per session rate (Goal 1E activity, using PF funding)
2. Parent surveys, logs, and attendance sheets will be collected during each session. (no cost associated with this activity)
3. Information from the surveys will be compiled for data use involving the next round of workshops. (no cost associated with this activity)
4. Sign out sheets of material distribution will be provided.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, as measured by teacher action plans and inquiry data, teachers will help engage student learning by providing clear direction and explanation of complex content through the skillful use of questioning and discussion and through the integration of assessment strategies into instruction.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Vocabulary building-focus on specific vocabulary words important to what students are learning to increase student achievement.
2. Summarizing and Note taking-this will help students translate the information they have reading into a brief form that will help promote student understanding of a text. Note taking is the process if students using their notes to gain deeper understanding of the content.
3. Questioning and Discussion-explores new concepts, elicit evidence of student understanding and promote deeper student engagement. These strategies help students retrieve what they already know on a topic.
4. Reinforcing Effort and Giving Praise—teaching students that added effort will pay off in terms of achievement will increase student achievement.
5. Homework Help—provide students with the opportunities to deeper their understanding and skills relative to present content.
6. After school program geared to students that scored below the cut score for their grade.
7. Saturday ELL program (BESARS program) geared for all

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Teachers
2. Teachers
3. Teachers and Administrators
4. Teachers
5. Teachers
6. Teachers and Administrators
7. Administrators and lead teacher

C. Identify the target population to be served by the ELT program.

1. The target population served are ELL's
2. Students that served Lv. 1 & Lv. 2
3. Students in need of enrichment
4. All Students
5. Students in level 1 & 2
6. Students in level 1 & 2
7. All ELL students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	Tax Levy	Title I SWP	Title I TA	Title I PF	C4E
X	Title III	Title I SIG	PTA Funded	Grants	In Kind	

List any additional fund sources your school is using to support the instructional goal below.

NA

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

NA

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

NA

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The program will focus on enrichment activities that will target the deficiencies in ELA skills that are evident in all recent NYC performance assessment exams and on school wide formative assessments.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The program will consist of the use of I Ready, imagine learn, and Rosetta Stone for the development of the students' academic language and level of comprehension in regards to math and ELA task. These programs are designed to assess the students level and move up in rigor and process, as the students gain better comprehension. The enrichment activities are embedded in the programs for all students that continue to struggle, completing the task.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The unique program that the students will be working with is called I-Ready which gauges that the students level, and adjusting the work load to that particular student.

D. Are the additional hours mandatory or voluntary? **Mandatory** **Voluntary**

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

N/A

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The school is meeting the AIS need by incorporating AIS into the student schedule daily. In addition, the school is offering ELT afterschool and Saturdays.

G. Are you using an ELT provider procured using the MTAC process? **Yes** **No**

H. Describe how you are evaluating the impact of the ELT program on student achievement.

A tracking system will be developed that will monitor the progress of students that are involved in the ELT program.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring Test Prep Enrichment	Small group After school test prep Whole class	Extended day 37 ½ minutes Afterschool test prep During the day Saturday School Recess
Mathematics	Tutoring Test Prep Enrichment	Small group Whole Class After school test prep	Extended day 37 ½ minutes Afterschool test prep During the day Saturday School Recess
Science	Test Prep Mock Science performance exam	Whole Class Afterschool test prep	After school Saturday During the day
Social Studies	Humanities based curriculum that will incorporate social studies into all ELA instructional blocks	Whole Class	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor <ul style="list-style-type: none"> • Peer mediation • Small group counseling • Respect for all • Family Engagement 	Small group	During the day After school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school used various strategies to assist teachers that are not highly qualified. Title 1 funding is available for teachers to enroll in course work and classes that will lead them towards full certification and become highly qualified. Parents are notified when a class is taught by staff that is not highly qualified. The Open Market system which allows UFT members to transfer also allows the school to hire state certified and highly qualified teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • All classroom teachers will be trained to conduct conferencing, effective workshop model, gap analysis, depth of knowledge, and the teacher effectiveness program. Additional topics may be added based on needs identified by administration, coaches and educational consultants. • Collaborative Team teachers will participate in workshops about different learning styles, behavior modification and effective strategies to improve reading and math skills. • Teachers of English Language Learners will attend trainings focusing on scaffolding instruction, multiple intelligence and successful strategies for second language learners. • Teachers in grades 6-8 will receive professional development in using ARIS, NYS performance, data analysis and differentiated instruction.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Services for STH include school supplies, school uniforms, free trip admission, free lunch status, and no penalty for failure of class, due to transfers related to living situation. Afterschool and at risk intervention are also provided for all students in temporary housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During common planning and all inquiry team meetings, the teachers are presented or present data from their classes that lead to discussion and school wide decision making in regards to modifying the curriculum maps, expanding test prep, and altering pacing calendars and lesson plans to include the team collaborative decision making.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 224
School Name The Science School for Explore and Disc.		

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

Principal Sojourner Welch-David	Assistant Principal Richard Cole
Coach Lizette Banks	Coach Sandra Meningall-Reid
ESL Teacher Elizabeth Stewart	Guidance Counselor
Teacher/Subject Area Adam Johnson	Parent Love Andujar
Teacher/Subject Area type here	Parent Coordinator Gracie Johnson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Roxan Marks	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	332	Total number of ELLs	113	ELLs as share of total student population (%)	34.04%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							0	0	0					0
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	17
SIFE	19	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	25

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	54	14	0	11	2	0	7	0	0	72
Dual Language										0
ESL										0
Total	54	14	0	11	2	0	7	0	0	72

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							18	26	28					72
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	18	26	28	0	0	0	0	72

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	16	15					39

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							9	10	12					31
Advanced (A)							16	12	15					43
Total	0	0	0	0	0	0	33	38	42	0	0	0	0	113

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	6	0	0	28
7	25	5	0	0	30
8	32	3	0	0	35
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	28		3		0		0		31
7	27		11		0		0		38
8	36		8		0		0		44
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool used by MS 224 will be the NYS baseline assessment. In addition, F & P running records will be administered periodically to monitor student growth.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on data, the ELL students are not reaching the level of proficiency in reading and writing, however they are advanced for listening and speaking.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The state did not release the 2013 Spring NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

When the ELL students take exams in their native language (math and science) they perform much better, in comparison to when they take the ELA exam. Looking across grades, the eighth graders fair better in perform on the ELA exam, than the seventh and sixth graders.

The school uses the data skill analysis from the ELL PA to modify the ELA curriculum map and drive instruction. The data is also used to group students during instruction, and to target students for the BESARS program, after school test prep, and morning extended day.

Date meetings around all ELL results are conducted once a month, and ELL instruction is modified accordingly, as well as professional development si provided to teachers, in order to interpret the data.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Through monthly data meetings, teachers meet with administration to determine deficiencies in ELL population. Teacher use this informations to adapt their lessons according to the level of the students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use ESL methodologies to adapt daily lesson plans. They introduce academic content vocabulary in small groups, and guided instruction. Teachers use visuals to make input comprehensible.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We have met our AYP for ELL's, however the growth of ELL's have increased steadily throughout the last three years. Looking at our NYSLAT and NYS data item skills analysis, we determine how we are progressing; our areas of growth; and our areas of need and concern.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student arrives at MS 224, a licensed pedagogue administers the HLIS. The director of Bilingual Education reviews the HLIS and if the child is eligible for testing, he/she is given the LAP within 10 day of enrollment. 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 coordinator, and additionally by a letter sent with the child. Parents are then required to attend an orientation for parents of ELL's. During this orientation, parents or guardians are informed through a power-point presentation, pamphlets, and a DOE video of the various ELL programs available for their children. ELL information is always presented to parents in both languages.
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.
MS 224 only offers one program which is Transitional Bilingual Program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
The director of bilingual education, along with the office staff, reach out to parents via email, letter, or telephone, in the attempt to have these important forms are returned to the school.
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.
If a student is determined to need a bilingual program, they are enrolled in the appropriate class. If they test out, they are placed in a monolingual program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A NYSESLAT team of teachers are responsible to test different components of this exam. This process is overseen by the test coordinator, whom is also the director of B. Ed. Test is administered in a timely fashion and outreach is done for all students that are not in attendance on the day of the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
There is one program offered for ELL's. Parents choose this school from the middle school choice selection. They are aware that a TBE program is offered in each grade.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 proficiency receive 50% (158 minutes) of instruction in Spanish and 50% (158 minutes) of instruction in English. Students also receive five periods a week of Native Language Arts and 8 periods a week in ELA instruction. The organizational model is departmentalized for all classes. The program models are block scheduling for ELA and single periods for native language arts. The classes travel together as a group. All students regardless of age are placed in their designated grade. There is one teacher in a class during instruction.

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)?

We also provide Push In ELL service for ELLs in classes other than the TBE classes, for students who are not in the bilingual classes. 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.

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 8 periods a week of English Language Arts.

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 to 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.

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

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 Rosetta Stone and Imagine Learn programs.

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 III. In this program, students are serviced as one hour and half of English as a Second Language, and one hour and a half of NYSESLAT test preparation.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Through classroom observations, all administrators monitor that teachers are providing the native language in the content areas, as well as providing the students with translated work, if necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through school wide assessments, the director of the ELL department, monitors the progress of students by looking at the four modalities of English acquisition. In addition, the administrators will monitor the lesson plans and make sure that Domain 1 is adhered to which includes the four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE-Students with interrupted formal education at MS 224 receive scaffolded instruction using ESL methodologies which focus on acquisition of Academic vocabulary in order to accelerate their learning. Additionally they utilize a number of interventions such as Rosetta Stone, Imagine Learn, and small group instruction (AIS).

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 ESL strategies, and the Danielson Framework for teaching.

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, using F & P running records. 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.

Former ELL's, when placed in monolingual classes are still provided with the ELL modifications during all formative and summative exams. They are also included in all test prep that is centered around ELL's.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The school uses Rosetta Stone and Imagine Learn, to address the academic content, as well as the English Language Development.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Special Needs ELL's in consultation with the SWD teachers, adhere to goals and objectives of their IEP. Curriculum is modified

to include the four modalities of English acquisition, as well as SWD instructional strategies.

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:			
Social Studies:			
Math:			
Science:			

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

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

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

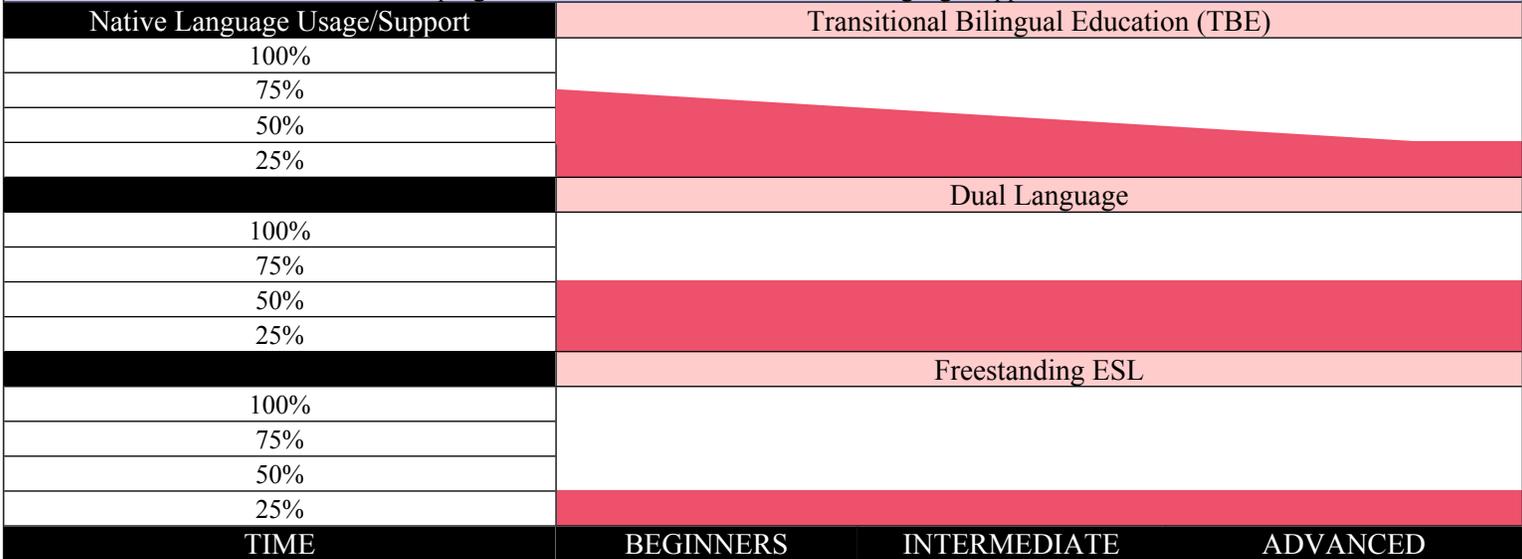
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our ELL's are targeted during our BESARS Saturday Program. Students are involved in literacy and math activities. Native Language (spanish) is used to support content objectives.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students who attended BESARS program have shown improvement in NYS exams, and daily classwork.
11. What new programs or improvements will be considered for the upcoming school year?
We are currently involved in a dissemination grant with Family Life Academy Charter School. Our teachers are receiving professional development on best practices for our ELL population. This includes workshops, model lessons, and observations.
12. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are encouraged to attend extra curricular activities such as band, test prep, science clubs, etc. Whenever possible, native language support is available.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Content area subjects are taught in their native language, as well as in English. Materials are provided in spanish, whenever possible. We also use Rossetta Stone and Imagine Learn for beginners.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students receive native language support in our transitional classes during content area lessons.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Students receive ESL services in small group according to their proficiency level and grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Students receive orientation in native language to help them make the adjustment to Middle School. During the year, newly arrived 6th grade students work with a certified English teacher.
18. What language electives are offered to ELLs?
There are no language electives offered to the ELL's outside of their content area work.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 here:

C. Professional Development and Support for School Staff

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

Professional Development 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 2013-2014. 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 consultants who are knowledgeable in area of instructional needs for English Language Learners. The following topics are covered in the school year 2013-2014 by the school bilingual coordinator, literacy coach and assistant principals.

- September Workshop Model – Danielson Framework for Teaching
- October – November Common Core Learning Standards/ Expeditionary Learning Curriculum/Connect 3 Math Cur.
- December Assessment ELLS
- January Mid Year Assessments (cont'd)
- 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

The support that is provided for staff that is transitioning students to high school is the opportunity through release time to take the graduating ELL students to visit ELL specific high schools, and accompany them to high school fairs. The support that staff receives for our incoming students is PD around ELL strategies, as well as mentor that is specifically assigned to work on ELL matters, once a month with the teacher. These strategies are used to help new students feel comfortable in the school.

In August of 2013, all ELL teachers were offered a professional development around ELL, NYSLAT, TBL, and ELL strategies. In the month of September, all staff was given the required professional development as per Jose P.

D. Parental Involvement

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

1) In terms of ELL parent involvement, 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 2013, 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 “Meet and Greet”, 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 Science 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, that is consistent with Domain 4 of the Danielson framework and College and Career readiness of all students . Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will incorporate this parental involvement policy into the Schools SCEP 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.
- 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 and will be provided with opportunities to participate in their child’s education, including being assisted with using ARIS parent link.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Middle School 224 will take the following actions to involve parents in the joint development of its school parental involvement:

- Middle School 224 and the Parents Association will join in the development of the school parental involvement plan.
- The Parent 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.

Middle School 224 will take the following actions to involve parents in the process of school review and improvement:

- 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.

2. The school has a three year partnership with Family Life Academy Charter School , through a NYS ELL dissemination grant.

This grant includes afterschool workshops with parents, and information that is given to the parents at PA meetings.

3. Middle School 224 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve students' academic achievement and school performance:

The school, in conjunction with the Parent Association and the Parent Coordinator, will provide parents with needs assessments survey during PA meetings in order to assess their needs.

The school in conjunction with the Parent Association and the Parent Coordinator will provide parents workshops as per indication on the survey.

The school in conjunction with the Parent Association and the Parent Coordinator will provide parents with workshops to review and analyze the different students' assessment data (ELA, Math) to better understand what progress their children need to make.

4. Our parent involvement activities will address the needs of the parents, based on the responses to the learning environment survey, as well as the school survey that the parents will be asked to complete at each parent- teacher conference. Middle School 224 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The school, in conjunction with the Parent Association and the Parent Coordinator, will provide parents with an annual evaluation to assess the effectiveness of the Parent Involvement Policy whether it has helped in improving the quality of the school.

The Principal or designee of the principal, the Parent Coordinator, and the PA President have the responsibility to oversee that this annual survey is conducted and analyzed in order to gather most needed information from our parents.

The information will be both handed out and collected to our parents during a scheduled PA meeting, during which the survey will be explained. Translation will be made available. To insure a broader parent's participation it will be mailed with a stamped return envelope addressed to the school.

The PA Board will in conjunction with some school staff will participate in analyzing the survey.

Middle School 224 will build school and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

- I. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Science School for Expl

School DBN: 07X224

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sojourner Welch-David	Principal		11/6/13
Richard Cole	Assistant Principal		11/6/13
Grace Johnson	Parent Coordinator		11/6/13
Elizabeth Stewart	ESL Teacher		11/6/13
Love Andujar	Parent		11/6/13
Adam Johnson	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		1/1/01
Lizette Sanjurjo-Banks	Coach		11/6/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
Roxan Marks	Network Leader		11/06/13
	Other		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X224 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 calendars 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 because the majority of the parents speak and read in Spanish. During parent meetings, many of the conferences translated in 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 for all parent letters, progress reports, calenders, and correspondences that go home are via backpack and/or 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. These correspondences are English on one side, and Spanish on the other side.

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 people, including the PA president, school aides, bilingual guidance counselor and parent volunteers. When parents need a service in the main office, they are greeted by an office school aide whom 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.

2012-13 Comprehensive Education Plan (CEP)

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: Chris Groll	Network Leader: Roxan Marks
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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 3 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 June for 33 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
- name of provider

Part C: Professional Development

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 2012-2013. 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 2012-2013 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 [REDACTED]

Part D: Parental Engagement Activities

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

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

Begin description here: 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

Part D: Parental Engagement Activities

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.

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

Part D: Parental Engagement Activities

- 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: \$15144

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

Part E: Budget

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

Allocation Amount: \$15144

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		