



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SCHOOL FOR INQUIRY AND SOCIAL JUSTICE

DBN (i.e. 01M001): 08X337

Principal: ANDREA CYPARYS

Principal Email: ACYPARYS@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: BEN WAXMAN

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
Andrea Cyprys	*Principal or Designee	
Ira Hart	*UFT Chapter Leader or Designee	
Mercedes Lopez	*PA/PTA President or Designated Co-President	
Miguelina Valdespino	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Leanora Sealey	CBO Representative, if applicable	
Almoree Hercules	Member/ UFT	
Joshua Partridge	Member/ UFT	
Denise Pogue	Member/ UFT	
Timothy Opium	Member/ Admin	
Jacqueline Pabon-Lopez	Member/ Parent Member	
Rodolfo Roman	Member/ Parent Member	
Abena Roman	Member/ Parent Member	
Illuminada Ramirez	Member/ Parent Member /ELL	
Brenda McGhee	Member/ Parent Member	
Yesenia Pena	Member/ Parent Member	
Keisha Mickens-Meyers	Member/ Parent Member	
	Member/	
	Member/	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Through a clear and focused vision, by June 2014, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was based upon the NYS list of schools in need of improvement for the 2011-2012 school year which indicated that our school did not meet its target for that school year. Our school has since made AYP and is now listed as in good standing.

Data for these students was analyzed to determine and target specific intervention strategies.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Data will be reviewed for all students with disabilities. This data will be broken down by the performance level of each student.

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

1. Specific student needs will be targeted and, each student will be assigned additional AIS, RTI, push in/pull out services.

2. Students will be assessed on a weekly basis to assess progress.

3. Strategies

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

1. Students identified in the lowest 10% will be closely monitored via ongoing assessments and, review of assignments. Strategies will be adjusted based upon results.

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

1. This is an ongoing process during the school year with constant monitoring during the year. Assessment is done weekly, monthly, quarterly during the year.

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

1. AIS team has a schedule of students they meet on a push in/pull out basis.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are notified in writing about the planned services. Additionally, the team (grade, content area, AIS, Parent Coordinator) meets with each parent to discuss the plan and how they can support the work and their children

Budget and Resource Alignment

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

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

NA

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All classroom teachers will continue work on the design and implementation of an engaging, rigorous, coherent curriculum which is aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including

formative and end of unit performance tasks.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2013-2014 school year we began our pilot Response To Intervention team for grade 6. The program will now encompass grades 6 & 7. This team will continue work to identify student problems involving academic, social and emotional development, as well as strategies to provide improved instructional quality

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

- We will have a 6th and 7th grade RTI team & operating procedures.
- Incoming 6th grade students will be screened for appropriate services in conjunction with their strengths and weaknesses.
- Assess the effectiveness of the Tier II intervention plan making the necessary adjustments based upon available Data.

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

1. RTI team will expand RTI professional development throughout the year and turnkey to staff.
2. Assess Operating Procedures.
3. Continue the RTI team meetings.
4. The RTI team will meet to examine data to identify students' progress in the areas identified as strengths and weaknesses.
5. Based on that data, the effectiveness of the RTI team and the programs, strategies, materials, groupings and delivery will be assessed and modified where necessary.
6. RTI team will examine researched based teaching strategies and provide meaningful feedback to teachers based upon based upon data and observations.

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

- Continue screening procedures.
- Provide training of screening tools and interpretation of results.
- Conduct monitoring of at-risk students to inform instructional effectiveness and/or the need for changes in instruction.

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

1. This is a continuous process that takes place during the whole school year. Additional planning and PD is done during the summer months to allow a smooth implementation.

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

1. Services will be provided on a push in/pull out basis by the team members. I Ready data will be utilized to assess progress and need of individual students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be provided with Professional Development via a series of workshops. Targeted workshops will inform parents about RTI (Response To Intervention), what parents can do to help their children succeed.

Budget and Resource Alignment

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

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

NA

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

•Analyzing student assessment data has allowed MS 337 to determine strengths and weaknesses' and, has provided a baseline to correlate specific students and teachers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Through continued awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers will become more effective in instructional practices that result in the enhancement of language learning proficiency of all students.**
- 2. The SIOP model will be enhanced and expanded in conjunction with both network and school professional development. Content area planning will reflect all components of the SIOP model in conjunction with the CCSS.**

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

- 1. Creation of a professional development team from the UFT Teacher Center site committee, to provide ongoing SIOP training.**
- 2. • CFN sponsored professional development in year II SIOP training.**

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

- 1. We have adopted the SIOP model for whole school instruction. Targeted community is all students. The lowest 10%, SWD, ESL/ELL population receive more detailed attention to help improve their performance and increase rigor. WE continue the implementation of the SIOP model into curriculum & instruction in all classrooms.**
- 2. Differentiate SIOP training based on teachers' needs & experiences**

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

- 1. We began the implementation of SIOP 4 years ago and have continued to develop our staff in its implementation. Professional Development is ongoing throughout the school year**

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

- 1. School PD, Site Committee & team meeting agendas.**
- 2. School 2013-2014 professional development plan**
- 3. Representative attendance at Network led professional development opportunities**
- 4. SIOP teacher created content area lesson plans**
- 5. SIOP procedures and protocols**
- 6. Informal and formal observations**
- 7. Use of 99 Activities SIOP manual**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We will continue our workshops for parents centered around "How To Help My Child Succeed". Our new PTA has an ELL parent as a member of the**

executive board and Title I committee. All materials are translated for non English speaking parents. Interpretation services are available for any parent/guardian requiring them.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based upon internal assessments created by the school, state assessments as well as MOSL results, individual progress reports, behavior reports from classroom teachers, and consultation with the guidance counselor, student's will be identified for intervention services.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. We continue to collect and analyze student data on a periodic basis, to ensure mastery of skills needed so that English Language Learner (ELL) students will move at least one language acquisition level

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

1. As a support for teachers the inter-visitation team was designed to work collaboratively using Webb's Depth of knowledge and low inference transcriptions to help teacher develop more effective questioning and discussion techniques.

2. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

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

1. Students identified as being "At Risk" due to social, emotional, academic, disability, ESL/ELL status. All necessary services are provided based upon the needs of the student/family. Teams strategize and work as a team to support the staff and students.

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

1. Ongoing school year.

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

1. Instructional strategies/activities

2. The Inter-visitation team is made up of 4-6 teachers encompassing all three grades. Teachers selected participate in a multi-step process.

3. Step 1: Selecting focus group of teachers to join in collaboration

4. Step 2: Selected teachers are invited into the process and create specific goals for the professional growth

5. Step 3: After meeting with selected teachers, Questioning and discussion techniques was chosen as the focus based on goal setting conversations.

6. Step 4: An inter visitation schedule was set-up

7. Step 5: Team member observe teachers and take low inference notes on the lesson, focusing specifically on questioning and discussion techniques.

8. Step 6: The team sits with the transcription and review the lesson and chooses several questions to discuss with the teacher.

9. Step 7: The inter visitation team meets with the teacher and provides feedback for the lesson and collaboratively both parties work together with Webb's

depth of Knowledge to develop selected questions and discussions.

10. Step 8: The group works collaboratively and looks at the teacher's next lesson's questions and together they work on making selected question more effective.
11. Step 9: The inter-visitation re-visits the teacher and continues the low inference process to look for implementation.
12. Instructional strategies/activities
13. Provide diagnostic and periodic assessments to evaluate whether students know the planned skills and concepts of Milestone.
14. Assessments will be used to determine the needs of each ESL student for additional instructional support.
15. Provide technology support using Education City to increase student phonemic awareness and word recognition.
16. Provide extended day additional services for each student using the Common Core Clinics textbooks which focus on informational text.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Ongoing outreach by Parent Coordinator, teachers, PTA. • Regular parent progress reports. Class celebrations, multicultural dinner. Workshops provided by Parent Coordinator. NYSABE Conference.

Budget and Resource Alignment

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

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

NA

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Parent involvement has been a problem over the past three years. During the 2012-13 school year, we have noticed an increased level of participation in PTA meetings. Additionally, we have noticed an increased number of parents completing the environment survey over the previous year. School enrollment is up over the prior 2 years with an increase of 30% incoming grade 6 students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. **we changed our Parent Teacher Conference date for the Fall and Spring semester. A significant increase in parent attendance was noted. Parent/student incentives are being offered to increase participation in the Learning Environment Survey.**
2. **Survey results have been analyzed to address areas of concern expressed by Parents and Students. The area of major concern is Safety in the building and during arrival and dismissal. These concerns are discussed and addressed during monthly safety meetings as well as requesting additional support from NYPD.**

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

1. **This is a whole school project. Everyone is responsible for increasing parent participation.**

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

1. **Student feedback via student government, BOOST, Survey, suggestions, PTA feedback, parent calls/visits.**

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

1. ongoing

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

1. PTA Meetings, Town Hall Meetings, Family Day, SLT

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Continue to increase participation.

Budget and Resource Alignment

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

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

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	12 reading comprehension strategies: writing short and extended responses, grammar, spelling. Materials: Brigance, Keep on Reading G6,7,8(Pearson)Mastering the Standards G6,7,8, Triumph, Practicing Comprehension(Random House) Levels 3-8	1:1, small group(3:1)	During the day in push in pull out model. Afterschool, early morning(before school)
Mathematics	Fluency in basic operations of whole numbers, fractions, decimals, positive/negative numbers. Algebra – and two step equations Problem solving Proportions Memorize core functions/basic concepts Reinforce core curriculum concepts	1:1, small group (3:1)	During the day in push in pull out model. Afterschool, early morning(before school)
Science	Reinforce science concepts. Preparation for practical science exam	1:1, small group (6:1)	During the day in push in pull out model. Afterschool, early morning(before school)
Social Studies	Same strategies as ELA. Use of historical articles, novels/nonfiction	1:1, small group (6:1)	During the day in push in pull out model. Afterschool, early morning(before school)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Mediation, 1:1 Paraprofessional support	1:1, 1:3,	During the day as needed. Afterschool services provided by guidance counselor

**Title I Information Page (TIP)
For Schools 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 *TAS 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.

MS 337 has a detailed, extensive hiring process. Candidates are recruited via Hiring Fairs, New York City Teaching Fellows (NYCTF) colleagues, collegiate partners(CCNYS, Hunter College, St. John's, Columbia University, Manhattanville College, Fordham University) and staff recommendations. Potential candidates are first interviewed by the school administrators. Suitable candidates are then observed teaching a demonstration lesson. An additional feedback session and team interview is then conducted before a formal offer is made. Professional development for all new staff and current staff is conducted during the summer. All new hire candidates are paired with experienced 337 staff in their content/grade areas.

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).

Additional Professional Development is conducted during the school year. MS 337 schedules 6 Professional development half days during the school year (Calendar Change Request). This is in addition to the mandated full day professional development days scheduled by the DOE. Additional support is provided via programmed grade level and content area meetings with the principal and coaching staff.

New teachers are matched with experienced teachers for support/mentoring in their content areas. Additionally, there are weekly meetings with the school administrators to discuss progress and concerns. Additional support is provided by the inter-visitation team. Formal and informal observations are conducted for all staff on a scheduled basis.

All Staff are encouraged / recommended to advance their professional resume via programs/classes provided by our Network (CEI-PEA) and collegiate partners.

MS 337 received its sixth A in a row for the 2012-2013 school year. Additionally, we have been listed as a Well Developed school for the sixth year in a row. The team has analyzed the data to assess progress towards the 2011-12 goals. This could only occur with the dedication of High Quality Staff, dedicated parents and students.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

MS 337 is a Conceptually Consolidated school which allows us to spend federal funds across the board in the same manner as Tax Levy funds. This allows up to hire and support our very highly rated staff.

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.

All staff participate in the decision making process via weekly content area meetings, grade level meetings, site

committee meetings, weekly staff meetings.

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

PARENT INVOLVEMENT POLICY (PIP)

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;
- We have maintained the position of Parent Coordinator to serve as a liaison between the school and families. Our Parent Coordinator has ten years' experience dealing with parents and students in grades PreK-12. He has provided parent workshops based on the assessed needs of the parents of children who attend our school and continues to 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 files a reports with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- During the 2012-2013 school year, MS 337 held its parent teacher conference on November 27, 2012. This was one week after the NYC scheduled conferences held citywide. During the 2013-14 school year, we have continued this practice. We will hold our fall Parent Teacher conference on December 5, 2013 and the Spring conference in March, 2014. This change produced a very high turnout of parents when compared to prior years' attendance. We will hold our Spring Parent-Teacher conferences on March 7, 2013. This allows our parents to attend without scheduling conflicts when they have more than one child attending school. Additionally, it avoids the overcrowding that has occurred in the shared campus building. Each semester children's achievement will be discussed as well as how this Compact is related regarding; additionally, student progress reports were sent to parents after the six week mark to appraise parents of their children's' progress.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education; 1
- 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.

- 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;

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

-

**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 08	Borough Bronx	School Number 337
School Name School For Inquiry And Social Justice		

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 Andrea Cyprys	Assistant Principal Joshua Partridge IA
Coach Irmelin Koehler	Coach Denise Pogue
ESL Teacher Denise Pogue/Lisis Alveraz	Guidance Counselor Rose Lester
Teacher/Subject Area Denise Pogue ESL/ELL/ELA	Parent Illuminada Ramirez
Teacher/Subject Area Lisis Alveraz ESL/ELL/ELA/SPED	Parent Coordinator Roque Bonilla
Related Service Provider Awilda Marte /Speech	Other Michelle Newman /SETTS
Network Leader(Only if working with the LAP team) Ben Waxman	Other Tim Opium Admin. Man.

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	322	Total number of ELLs	29	ELLs as share of total student population (%)	9.01%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							10	8	11					29
SELECT ONE														0
Total	0	0	0	0	0	0	10	8	11	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	7

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										0
Dual Language										0
ESL	13		1	7		2	7	1	3	27
Total	13	0	1	7	0	2	7	1	3	27

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	7	7					23
French								2						2
Bengali									1					1
TOTAL	0	0	0	0	0	0	9	9	8	0	0	0	0	26

*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							9	7	7					23
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	10	9	9	0	0	0	0	28

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)							1	3	3					7

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)							3	1	2					6
Advanced (A)							5	3	6					14
Total	0	0	0	0	0	0	9	7	11	0	0	0	0	27

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	3	4			7
7	7	1			8
8	1	4		1	6
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	3		4		1				8
7	7		1						8
8	3		3						6
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.
We use DRA, Fountas and Pinnell, Ready Level Text in literacy and writing, Baseline assessments.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Current analysis of the data has shown that our focus on tailoring programs of instruction by providing small group setting with additional teacher/ academic support is making our success level higher than the norm. the concentrated team work has enabled us to push many ell's into proficiency by the time they reach grade 8.
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](#))
This data is used to determine leveled textx, strengths and weaknesses. this allows our school to taylor AIS services as well as instruction to best meet the students needs. additionally, the information allows us to group students with appropriate support staff.
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?
During the 2013-14 school year, we do not have any students participating in native language exams.
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](#).)
all data collected is analyzed on a regular basis (weekly) to assess student progress. this is done during weekly team, grade and content area meetings. each student is discussed and their protfolio is reviewed. if necessary, parent conferences are also held to discuss student progress.
6. How do you make sure that a child's second language development is considered in instructional decisions?
as stated in the prior question, student progress is cclosely monitored via weekly team meetings. additionally, the implementation od the SIOP model across all subject areas allows for content to be reinforced in every area. an example is the word wall which is consistant across all subject areas.
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?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use assessment data, portfolio results and standardized test results.

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](#).)
PPaIdentification Process

In order to insure that all English Language Learners (ELLs) are equitably and appropriately identified, enrollment forms include the Home Language Survey which initiates the identification process. When a speaker with a native language, home language, or primary language other than English enrolls in school, the following steps are followed.

1. The ESL teacher, or designee, administers an initial screening using the Home Language Survey. The designees include either the Principal, ESL Coordinator, and Parent Coordinator. Paste response to question here:
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.

2. The Home Language Survey is reviewed by the ESL teacher and the student is either declared eligible for testing or English proficient. Parents are informed by letter within ten days of the child's registration of the three choices. Transitional Bilingual Education, Dual Language, and Free standing ESL. Once students are tested, found to be entitled, they are programmed at appropriate level of ESL. Letters informing the family of the student's placement and the options open to them are mailed within ten days of registration. Parents are invited to an ELL orientation program so that they better understand the school's programs and options. Mrs. Pogue, Ms. Alvarez, along with our parent coordinator Mr. Bonilla are responsible for explaining the program options to parents.

The School for Inquiry and Social Justice is a middle school free-standing ESL program. Beginners ELL receive 5 periods (90 minutes each) of ESL per day, and an additional (75 minutes) of ESL two days a week. a total of 600 minutes. Intermediate ELLs receive 5 periods (90 minutes each) of ESL per day which provides a total of 450 minutes each day. Advanced ELLs receive The ESL teacher and the ELA teacher use the team teaching model. They take turns delivering lessons with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lesson
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 [\[see tool kit\]](#).)

If the student is eligible for testing, we determine the student's level of English language proficiency by administering the LAB-R. This is administered by our Certified NYS TESOL teachers. Entitlement letters are distributed to students and they are instructed to give the letters to their family and to return completed letters to Mr. Bonilla, Mrs. Pogue, or Ms Alvarez. Follow-up phone calls are made asking the family to return the completed letters and forms to the school and to attend the orientation program.
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.

P4. Based on the results of the screening, the student will be determined to be fully proficient in English or Limited English Proficient. . Copies of all letters are maintained in the school's ELL compliance files and two additional copies are made. Every attempt is made to contact families and invite them to the school for additional information and to have their questions answered. Entitlement letters, and received completed Parent Surveys and Program Selection Forms are stored in ELL compliance files.
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.

Students with Limited English Proficiency are eligible for ESL services. . Based on the Parent Survey and Program Section forms, all parents have requested an ESL program for their children. Families have repeatedly stated that they want their children to learn English as quickly as possible, and the ESL program is what they want.
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. 

The school is structured around an ESL/ELL service program. Our success rate with students who arrive as non english speaking students and become english speaking students has been close to 100%. This is accomplished by the use of the SIOP model and, additional academic supports during the instructional day.

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])?

The Language Acquisition Program at MS 337 is an inclusive one where the ESL teacher provide language acquisition services through a rigorous academic program complicated with opportunities for experiential learning. Our goal is to provide children with valuable and enriching connections with the world. We encourage students to share their cultures, belief systems and heritage in classes. In fact a couple of our students this year have come from Bengali.

MS 337 uses the Sheltered Instructional Observational Protocol (SIOP) model as a whole school model. All teachers have received extensive professional development during the 2009-2010 school year and during the summer of 2010. Instructional staff has also received lesson planning tools and content area materials. Paste response to questions here:

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)?

Teachers meet with the coaches and principal by content area and grade to discuss and plan. Additionally, progress of each student is discussed and appropriate strategies are created to assure student success. All services are provided within the regular classroom setting. Students are grouped by their grade and assigned to classes based upon their academic needs.

All instruction is delivered in English within the regular classroom setting. Students with IEP's receive instruction in their IEP mandated setting i.e., Self Contained services are delivered during instructional time for ELA, Social Studies, Science and Math based upon lesson plans and identified needs of students. The same is true for students receiving CTT/ICT services.

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.

Teachers meet with the coaches and principal by content area and grade to discuss and plan. Additionally, progress of each student is discussed and appropriate strategies are created to assure student success. All services are provided within the regular

classroom setting. Students are grouped by their grade and assigned to classes based upon their academic needs.

All instruction is delivered in English within the regular classroom setting. Students with IEP's receive instruction in their IEP mandated setting i.e., Self Contained services are delivered during instructional time for ELA, Social Studies, Science and Math based upon lesson plans and identified needs of students. The same is true for students receiving CTT/ICT services. Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Student learning styles are assessed when they enter the school. Based upon the results of these assessments, the necessary differentiation is implemented. Additionally, all lessons are Scaffolded to support student learning. A sample of the SIOP lesson plan used by all teachers is included at the end of this document.

Additional AIS (Academic Intervention Services) services are provided to address the needs of Long Term ELL's and, students identified as needing additional assistance are detailed below.

- AIS Push In a minimum of 10 hours per week based upon the specific reading and/or writing modality of each student. The AIS program used the Balanced Literacy program based upon student data. Student data was used to support their specific linguistic and academic needs to deliver appropriate AIS services. Student progress was monitored on a monthly basis. The ITA's were used to assess students and further drive instruction. AIS services are also provided in Mathematics based upon student needs.

- AIS Pull Out services a minimum of 10 per week based upon the modality of each student. The AIS program used the Balanced Literacy program based upon student data. Student data was used to support their specific needs to deliver appropriate AIS services. The ITA's were used to assess students and further drive instruction. AIS services are also provided in Mathematics based upon student needs.

The number of hours a student receives AIS is based upon data and teacher evaluation. Students whose data shows weakness in areas of the modalities (reading /writing and listening/speaking) receive one period per day. Additionally, all students attended the extended day sessions. Our extended day is seventy five minutes each day on Tuesday and Wednesday. The AIS Balanced Literacy Program shadowed our curriculum maps in ELA for each grade. The maps were organized by genera, skills and strategies for each month. Students who displayed difficulty in these skills and strategies were grouped for AIS pull out services. The skills and strategies were reviewed and reinforced using additional materials in small group instruction (1:3) to ensure success. These materials included:

- Progress Coach
- Ladders to Success
- NY Listening
- Various materials from Literature books
- Students were grouped based upon modality with the ESL/ELL teacher using the GOALS program. The GOALS program is used in the following way:

- o To provide explicit teaching instruction
- o Focus on reading strategies
- Scaffold Material to ensure reading success

The following materials and/or textbooks were used for the extended day literacy program: Signature Reading

- The mandated number of hours required for our ESL student was provided as follows:
 - o 6 grade– minimum of 360 minutes weekly
 - o 7 grade – minimum of 360 minutes weekly
 - o 8 grade – 180 minutes weekly

All services outlined above, are services delivered over and above these mandates.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As stated earlier, student learning styles are assessed when they enter the school. Based upon the results of these assessments, the necessary differentiation is implemented. Additionally, all lessons are Scaffolded to support student learning. A sample of the SIOP lesson plan used by all teachers is included at the end of this document. Paste response to questions here: Paste response to question here:

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).

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?

P Within ten days of the student' enrollment, the ESL teacher will notify the parent in writing of the student's eligibilty to participate, the type , and amount of ESL services.

9. Parents are given an orientation on the school community and the free-standing ESL program the school provides. During the orientation, parents are made aware of the various language acquisition programs in New York City Public Schools. Parents may choose from Dual Language, Bilingual or Freestanding ESL programs: understanding that only freestanding ESL is available at MS 337. The ESL teacher along with the Parent Coordinator shows the ELL Parent Orientation Video and assist parents in completing the Parent Survey &b Program Selection Form. Parents are informed that MS 337 does not currently have a tranistional bliligual or dual language program.

10. In addition to ESL serivices, the ESL teacher provides technical assistance to classroom teachers to ensure that effective Sheltered Instruction strategies and modifications are in place.

11. The ESL teacher administers the NYSESLAT every spring and informs the programmer of the changes to be made given the students' language acquisitin progress.

12. Spanish is the predominant language spoken by our ESL/ELL students. Students identified as qualifying for ESL/ELL services on the BESIS reports are given letters explaining the services the students are entitled to receive. These letters are available in their native languages for parents to sign and return to the school. Additionally, parents are contacted by phone and if necessary, home visits are made to assure that parents are aware of the services their children are entitled to.

13. Monthly meetings are held for parents and ESL/ELL students to ensure continuous contact with the home and, to highlight and celebrate achievements.

14. Additionally, students who come from elementary schools where they have received ESL services and have not tested out, receive the continuation of services letter to be signed by a parent or guardian and returned.

15. After reviewing the Parent Survey and Program Selection Forms for the past few years many parents are requesting for their children to receive English as a Second Language Services in hope that they will become fully acquainted with language on a daily basis by interacting with their peers.

16. The programs we offer are aligned with parent request. We offer the Sheltered Instruction Observation Protocal (SIOP) Model. This model allows students to tap into their prior learning experiences while learing new material. This is a school wide initiative that has proven to work well at MS 337 thus far. ste response to questions 1-6 here aste response to question here: Paste response to question here: aste response to question here:

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?

The entire school is structured on the SIOP model. all lesson plans ase consistant with the SIOP program across all subject areas. schedueling is structured to allow additional support for ELLS, SWD, students identified as at risk. this is done by using a push in/pull out model to support learning in all subject areas. additionally, literacy is incorporated across all subject areas.

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

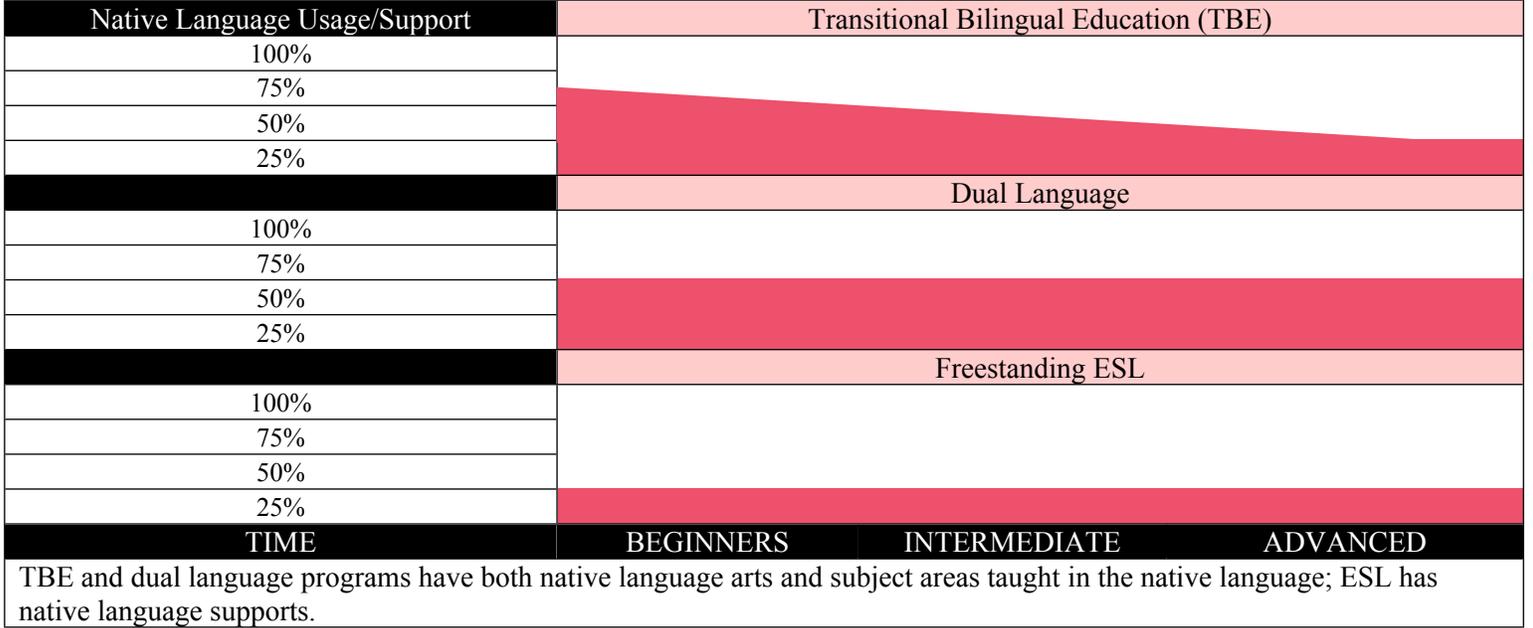
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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.

The Language Acquisition Program at MS 337 is an inclusive one where the ESL teacher provide language acquisition services through a rigorous academic program complicated with opportunities for experiential learning. Our goal is to provide children with valuable and enriching connections with the world. We encourage students to share their cultures, belief systems and heritage in classes. In fact a couple of our students this year have come from Bengali.

MS 337 uses the Sheltered Instructional Observational Protocol (SIOP) model as a whole school model. All teachers have received extensive professional development during the 2009-2010 school year and during the summer of 2010. as well as ongoing PD provided by the ESL coordinator and Pearson. Instructional staff has also received lesson planning tools and content area materials. Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All teachers meet with the coaches and principal by content area and grade to discuss and plan. Additionally, progress of each student is discussed and appropriate strategies are created to assure student success. All services are provided within the regular classroom setting. Students are grouped by their grade and assigned to classes based upon their academic needs. Paste response to question here: The most recent data has shown that our ELL/ESL students are performing well on current assessments. while we have two ESL/ELL teachers on staff, the whole school community is structured to instruct ESL/ELL students.

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

We have experienced such success with the SIOP model that no other program has been seriously considered at this time. We have sought to expand our SIOP knowledge and have been used as a best practice school.

12. What programs/services for ELLs will be discontinued and why?

None 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 instruction is delivered in English within the regular classroom setting. Students with IEP's receive instruction in their IEP mandated setting i.e., Self Contained services are delivered during instructional time for ELA, Social Studies, Science and Math based upon lesson plans and identified needs of students. The same is true for students receiving CTT/ICT services.

Student learning styles are assessed when they enter the school. Based upon the results of these assessments, the necessary differentiation is implemented. Additionally, all lessons are Scaffolded to support student learning. A sample of the SIOP lesson plan used by all teachers is included at the end of this document.

Additional AIS (Academic Intervention Services) services are provided to address the needs of Long Term ELL's and, students identified as needing additional assistance are detailed below.

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The following materials and/or textbooks were used for the extended day literacy program: Signature Reading

- The mandated number of hours required for our ESL student was provided as follows:
 - o 6 grade– minimum of 360 minutes weekly
 - o 7 grade – minimum of 360 minutes weekly

Paste response to question here:
full access is given to the afterschool program with staff from the school present to support the needs.

STANDARDS:

THEME:

LESSON TOPIC:

OBJECTIVES:

Language

Content

LEARNING STRATEGIES:

KEY VOCABULARY:

MATERIALS:

MOTIVATION
(Building background)

PRESENTATION
(Language and content objectives, comprehensible input, strategies, interaction, feedback)

PRACTICE/APPLICATION:

(Mechanical activities, interaction, strategies, practice/application, feedback)

REVIEW/ASSESSMENT:

(Review objectives and vocabulary, assess learning)

EXTENSION:

Time:

Student Activities (Check all that apply for activities throughout lesson):

Scaffolding: Modeling Guided Independent

Grouping: Whole Class Small Group Partners Independent

Processes: Reading Writing Listening Independent

Strategies: Hands-on Meaningful Links to Objectives

Review and Assessment (Check all that apply):

Individual Group Written Oral

Review Kew Vocabulary:

Review Key Content Concepts:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Discovery Education Systems (Technology). Start Up ELA/Math grade 6-8, leveled text library,
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
all material is delivered via the ESL model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All services are provided in accordance with DOE , NY State and Federal guidelines
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.
Outreach is made to incoming ESL/ELL students in their native language to provide a custom tailored orientation into the school. This is done during the Summer months and in September.
18. What language electives are offered to ELLs?
The current school year does not have any additional electives. all stuents receive instruction in Japanese as a foreign language.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

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 is provided in the following manner:

- Teachers, guidance counselor, social worker, school psychologist and family worker are given two weeks (4 days Mon-Thurs 8am -12pm) PD on the SIOP (Sheltered Instructional Observational Protocol) during the summer. For the 2010-2011 school year, this occurred during the last two weeks of July.
- September 7, 2010 a full day PD was conducted by Pearson in the SIOP model. Content area materials were distributed to all content area teachers.
- Extensive Professional Development provided weekly (50 minutes) on Thursday's.
- Full day PD on November 2, 2010 conducted by Pearson in the SIOP model.
- All Professional Development is also aligned with the Core Curriculum Standards.
- 3 staff members attend the Core curriculum Standards meetings held during the current school year.

The focus of the school is to have all current students meet the proficient level on the NYSESLAT before entering high school.

A total of 28 hours of Professional Development (SIOP) is provided for all teachers to meet the requirements of ELL training for staff members. Additionally, as previously stated, 50 minutes of PD is also programmed into the school schedule for SIOP. Additional SIOP support is provided on a regular basis by the ESL/ELL coordinator and Pearson. this PD is conducted during planned half days during the school year and, mandated PD days. for the 2013-14 school year PD is scheduled for 10/25, 11/5, 11/22, 12/20, 1/17, 3/21, 4/11. Additionally, Mondays from 2:15-3:15 has been set aside for staff PD.

Guidance Counselor is provided with specific PD to assist ESL/ELL students with High School choice and placements. additionally, the guidance counselor will work with qualified students to receive scholarships to private and specialized schools.

Regular (Weekly) meetings of the school site committee are held to support all areas of instruction, guidance and SWD.

All records are maintained in the school offices in a binder. all staff has access to assist with student instruction.

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?

Parent involvement at our school consists of but is not limited to the following:

- Parent Teachers Association
- School Leadership Team
- Title 1 Parent Representative
- School Safety Committee
- Building Council

Currently, we partner with EPIC (Every Person Influences Children), SOBRO, and the Bronx Borough Presidents' office to assist families.

Parent needs are evaluated by feedback from the parents and students. Parents are invited to attend a monthly ELL meeting/celebration of student progress. Additional outreach is conducted by the Parent Coordinator to assist the families.

Activities for parents try to meet the needs expressed or identified by our parent population. The school has tried to meet these needs in the following ways:

- Workshops about helping children succeed academically
- Employment search information
- Job Training programs
- English courses for parents
- GED classes and preparation
- Housing and relocation assistance
- Legal assistance
- Community Resources

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.

Currently, MS 337 has an ELL academy which accepts any students from the school district who wish admission.

Part VI: LAP Assurances

School Name: School For Inquiry And Social

School DBN: 08X337

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Cyprys	Principal		10/11/13
Joshua Partridge	Assistant Principal		10/17/13
Roque Bonilla	Parent Coordinator		10/11/13
Denise Pogue	ESL Teacher		10/11/13
Illuminada Ramirez	Parent		1/1/01
Lisis Alveraz	Teacher/Subject Area		10/17/13
	Teacher/Subject Area		1/1/01
Irmelin Koehler	Coach		10/11/13
	Coach		1/1/01
Rose Lester	Guidance Counselor		1/1/01
Ben Waxman	Network Leader		1/1/01
Tim Opium	Other <u>Admn. Director</u>		10/11/13
Margarita Vargas	Other <u>Paraprofessional</u>		1/1/01
Christopher Cruz	Other <u>Paraprofessional</u>		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: 08X337 School Name: MS 337

Cluster: 5 Network: 534

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- a. Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence
- b. Student Registration Form – at this time an informal interview helps us determine the language need of the parents
- c. Home Language Identification Surveys (HLIS)
- d. The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group
- e. Place of Birth report (RPOB)
- f. Parent Orientations
- g. Parent/Student Ethnic Identification Surveys
- h. Emergency cards- parents' language preference is written on the card
- i. PTA meetings

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Arabic and Bengali as the second largest translation groups. A parent letter was sent out reporting the findings of the Parent Language Survey, and a listing of the languages in which we will be providing written translations and oral interpretations.

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 translation services our school will provide are primarily for correspondence to parents and include the following:

- a. Translated Bill of Rights and Responsibilities
- b. Student Registration Form
- c. Translated Home Language Identification Surveys
- d. Parent/Student Ethnic Identification Surveys
- e. Parents' Preferred Language forms
- f. ELL Parent Orientation and Regional Conferences
- g. Workshop information
- h. Title III After school Applications
- i. Monthly newsletters and calendars
- j. Special forms (lunch forms, blue emergency cards, health)
- k. Permission slips/consent forms
- l. High School information
- m. Promotional Criteria
- n. Promotion in Doubt Letters
- o. Testing and SES information
- p. Legal, disciplinary, and safety matters.
- q. Summer School Forms
- r. After School Programs

School staff will provide written translation services in-house. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

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.

The oral interpretation services our school will provide consist of the following:

- a. Parent workshops
- b. Parent Teacher Conferences
- c. ELL Parent Orientation and Regional Conferences
- d. High School information
- e. Promotional Criteria
- f. Testing and SES information
- g. Legal, disciplinary, and safety matters.
- h. Phone Messenger
- i. PTA Meetings
- j. Student attendance meetings

Oral interpretation services specific to our students with special needs are as follows:

- a. New Student and Parent Enrollment Interview
- b. Initial Counseling Meeting
- c. Manifestation Determination Review (MDR)
- d. Behavioral Intervention Plan and Functional Behavioral Assessment

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>.

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. In addition, in our lobby, which is the main entrance we have posted in English and the 8 languages as per the Chancellor's Regulations the signs indicating to parents the availability of language services and directing them to the location of these services. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted. The Major Home Languages are broken down as follows:
English ---- 282

Spanish---- 33
Bengali ---- 3