



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

07X224

School Name:

THE SCIENCE SCHOOL FOR EXPLORATION AND DISCOVERY

Principal:

SOJOURNER WELCH-DAVID

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Science School for Exploration and Discovery School Number (DBN): 07X224
School Level: Middle Grades Served: 6-8
School Address: 345 Brook Avenue, Bronx, NY 10469
Phone Number: 718-665-9804 Fax: 718-665-0078
School Contact Person: Sojourner Welch-David Email Address: swelchdavid@schools.nyc.gov
Principal: Sojourner Welch-David
UFT Chapter Leader: Rashad Brown
Parents' Association President: _____
SLT Chairperson: Mercedes Liriano
Student Representative(s): N/A

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: _____
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sojourner Welch-David	*Principal or Designee	
Rashad Brown	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Nafi Caro	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bernie Hernandez	CBO Representative, if applicable	
Mercedes Liriano	Member/	
Chantel Joseph	Member/	
Love Andujar	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Lv. 1 and Lv. 2	I-Ready Test Prep Enrichment Rosetta Stone	Small group Whole Class	After School , school day, and Saturday Academy
Mathematics	Lv. 1 and Lv. 2	I-Ready Test Prep Enrichment	Small group Whole Class	After School, school day, and Saturday Academy
Science	Lv. 1 and Lv. 2	Science Test Prep Materials Mock Science Exam	Small Group, after school test prep, Whole Class	After school and school day
Social Studies	ALL STUDENTS	Humanities based curriculum that all students participate in our part of their regular daily schedule.	Whole Class	School day during the 90 minute block
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Holdovers and over aged. Students with multiple behavior infractions. Students in temporary housing, and students that are currently failing their class.	Guidance Counselor <ul style="list-style-type: none"> • Peer mediation • Small group counseling • Respect for all Family Engagement	Small group; Monthly assemblies	After school, school day, and during the school day

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, as measured by a minimum of 10-15% improvement in student formative and summative ELA/Math ELT assessment data from beginning of year, teachers will help engage student learning by providing clear direction and explanation of complex content through the skillful use of questioning and discussion using the integration of assessment strategies to measure growth.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

The target population to be served by the ELT is all level one and level two students, as well as all students during their humanities block.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

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

<p>participation in these extra-curricular activities, students understand that it is a must that they attend school and maintain passing grades in their core subject areas.</p> <p>3. The ELT sessions are broken down into small learning groups.</p> <p>4. The ELA sessions contain programs such as music, art, mentoring, business, sports, science club, and dance which are specifically intended to improve the academic and personal behaviors of students that attend the program.</p> <p>5. ELT programs are delivered under the supervision of NYS certified teachers.</p>				
Part 2c. Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
N/A				

Part 3 – ELT Program Implementation and Oversight

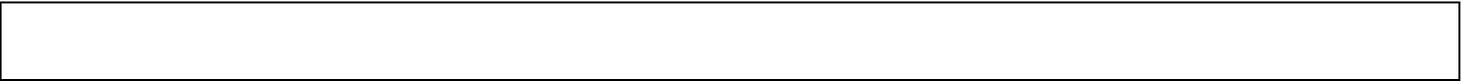
<p>Part 3a. Who will implement the ELT program? Who will oversee the program?</p> <ul style="list-style-type: none"> Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured. 	
All ELT programs will be implement by NYS teachers and overseen by MS 224 school administrators (assistant principals and principal). School based community staff from Creative Connections, Bronx Ensemble, and Renaissance will be implementing the music and business program.	
<p>Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p> <p>The resources that will be used are ELA/Math I-Ready online program; NYSLAT test prep books, Instruments for the music program, sports equipment for the sports program, and general office supplies for papers and materials for flyers, programs, invitation, and other materials needed to promote parent engagement and participation.</p>	
<p>Part 3c. Timeline for implementation and completion, including start and end dates.</p> <p>September 2014-June 2015</p>	

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.											
x	21 st Century	x	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	C4E
	Title I 1003(a)	x	Title III		PTA Funded		Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											
n/a											

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
All students that participate in ELT’s use I-Ready and will be administered a mid-point summative assessment benchmark, which will indicate progress towards meeting this goal.				
Part 5b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

2b. 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).

All classroom teachers will be trained to conduct conferencing, effective workshop model, gap analysis, depth of knowledge, and the teacher effectiveness program. Additional topics may be added based on needs identified by administration and instructional support staff. This professional development will be facilitated by an outside educational consultant Shane Purse Associates and Frank Cunningham Associates.

Collaborative Team teachers will participate in professional learning opportunities around different learning styles, behavior modification and effective strategies to improve reading and math skills. This professional learning opportunity will be facilitated by Shane Purse Associates and Frank Cunningham Associates.

Teachers of English Language Learners will attend trainings focusing on scaffolding instruction, multiple intelligence and successful strategies for second language learners. These trainings will be offered by the network and central, as well as afterschool training provided by MS 224 administrators.

Teachers in grades 6-8 will receive professional development in using ARIS, NYS performance, data analysis and differentiated instruction. These trainings will take place in school, facilitated by an outside consultant, Frank Cunningham Associates, as well as school administrators and fellow teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

During common planning and all professional learning meetings, the teachers are presented with individual and school wide data that lead to inquiry and school wide decision making in regards to modifying the curriculum maps, expanding test prep, and altering pacing calendars and lesson plans to include the team collaborative decision making.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	314,500	x	12

Title I Priority and Focus School Improvement Funds	Federal	75,365	x	9-10
Title II, Part A	Federal	0		
Title III, Part A	Federal	13,868	x	9
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,254,046	x	9-10

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Middle School 224**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

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

The 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;
- 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 (SPC) Template

Middle School 224, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS/IS 224	DBN: 07X224
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our English Language Learners actively participate in the BESARS Saturday Academy under Title III LEP. My school 07X224 will be using this Title III immigrant funding to enhance this existing program. In this program, students are serviced as follows; one hour of ESL and NYSESLAT test preparation, one hour of ELA and one hour of MATH. The program will be offered to all ELLS in grades 6-8. There will be a total of 4 groups of 10-15 students in each grade 6-8. Certified ESL/BL & content area teachers will serve will instruct the students. The program will run from October 2014 to June 2015 which is approx. 25 sessions at three hours per session. The school will use other funding sources to complement the cost of the program. The focus of the program is ELA, Math and NYSESLAT test prep. Students will rotate to each class for one hour each day. Students will work in small groups in order to be able to focus on their individual needs based on ELL data. Title III will purchase materials to support this program such as:

- NYSESLAT Practice materials(Rally)
- Math Supplementary materials in CMP3 program
- Leveled Libraries
- Spanish Language Libraries
- Content Specific Libraries
- Bilingual Translation Dictionaries
- Computer Aided Software (Rosetta Stone)

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional development opportunities are offered to all teachers of ELLs. All teachers received the mandated chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the year 2014-2015. Focused Professional Development will be provided by an outside presenter knowledgeable in the area of instructional needs for English Language Learners. The Consultants three professional development workshops will be on instructional known needs areas for ELLs such as:

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

The following topics are covered during the school year 2014-2015, by the school bilingual coordinator, literacy coach and assistant principals, and Shane Purse Associates (outside provider). Each session will be held for 40 minutes bi-weekly on Mondays.

- September: New Core Curriculum and the development of the new Humanities Curriculum Map; Connect 3 (math) curriculum training and creation of the math curriculum map. (PLC). Provider: Literacy coach who is certified in English Language Arts.
- October-November : Common Core Standards and modify the map based on the unit assessments in ELA and Math. (PLC & analyzing data): Literacy Coach and Shane Purse Consultants (contracted vendor).
- December: ELLS and Differentiated Instruction in all content areas. (Gap analysis work in PLC) Shane Purse Associates (contracted vendor)
- January : Assessment of data and new student goals. (data analysis and action plan created in PLC) Providers: Assistant Principals and Shane Purse Associates
- November-May Scaffolding strategies and classroom activities for ELLs (Instructional Rounds and PLC) Providers: Shane Purse Associates and MS 224 teachers whom are all certified teachers in various license.
- September-June ESL Methodologies and Strategies (common planning activities) Shane Purse Associates
- October-May Using Data to Drive Instruction (common planning activities and gap analysis protocol) providers: MS 224 teachers and Assistant Principals

Part C: Professional Development

- February-May NYSESLAT and ELA Assessment (data analysis working in a PLC) Providers: Shane Purse Associates.
- September-May Placement of ELLs _____

Part D: Parental Engagement Activities

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

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

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

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

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

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

MS 224 will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will post a sign in the lobby and main office that indicates the availability of interpretation services in the necessary languages. The school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. All forms pertaining to IS 224's educational policies, events and documents will be translated into the necessary languages for parents.

In preparing our bilingual parents to aide and assist their children and our students in meeting their curriculum goals, parents will be invited to attend a computer class using state of the art apple computers and will take an online course in American English using Rossetta Stone/ I-Ready/ Imagine Learn: The providers will be the teachers of MS 224 whom are certified in ESL, Trans. B, Technology, and

Part D: Parental Engagement Activities

English Language Arts.

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

Sample topics include:

Learn English (American) basics, such as age and family relations

Questions, greetings, introductions

Telling time, calendar terms, the weather

Directions, locations, dining out

Emotions, opinions, ideas

Political, media, business terms

Arranging home repairs

Planning to move abroad

Discussing the arts and tourism

Careers and conducting interviews

Problem-solving and commercial transactions

This level will help them:

Build their English (American) vocabulary and language abilities

Read, write, speak and understand English (American)

Speak English (American) without a script

Retain what they have learned

Practice unscripted conversations in English (American)

Negotiate complex situations with confidence and accuracy

Part E: Budget

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

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	54	14	0	11	2	0	7	0	0	72
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	54	14	0	11	2	0	7	0	0	72
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	16	15					39
Intermediate(I)							9	10	12					31
Advanced (A)							16	12	15					43
Total	0	0	0	0	0	0	33	38	42	0	0	0	0	113

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool used by MS 224 will be the NYS baseline assessment. In addition, F & P running records will be administered periodically to monitor student growth.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on data, the ELL students are not reaching the level of proficiency in reading and writing, however they are advanced for listening and speaking.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The state did not release the 2013 Spring NYSESLAT scores in combined modalities.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Through monthly data meetings, teachers meet with administration to determine dificiencies in ELL population. Teacher use this informations to adapt their lessons according to the level of the students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use ESL methodologies to adapt daily lesson plans. They introduce academic content vocabulary in small groups, and guided instruction. Teachers use visuals to make input comprehensible.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student arrives at MS 224, a licensed pedogogue administers the HLIS. The director of Bilingual Education reviews the HLIS and if the child is eligible for testing, he/she is given the LAP within 10 day of enrollment. If it is determined that the child is entitled to services as per the LAB-R/ Spanish LAB, the parent or guardian is immediately informed by phone by the parent coordinator, and additionally by a letter sent with the child. Parents are then required to attend an orientation for parents of ELL's.

During this orientation, parents or guardians are informed through a power-point presentation, pamphlets, and a DOE video of the various ELL programs available for their children. ELL information is always presented to parents in both languages.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
MS 224 only offers one program which is Transitional Bilingual Program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The director of bilingual education, along with the office staff, reach out to parents via email, letter, or telephone, in the attempt to have these important forms are returned to the school.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
If a student is determined to need a bilingual program, they are enrolled in the appropriate class. If they test out, they are placed in a monolingual program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A NYSESLAT team of teachers are responsible to test different components of this exam. This process is overseen by the test coordinator, whom is also the director of B. Ed. Test is administered in a timely fashion and outreach is done for all students that are not in attendance on the day of the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
There is one program offered for ELL's. Parents choose this school from the middle school choice selection. They are aware that a TBE program is offered in each grade.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Students in the beginning level of English proficiency receive daily 60% (190 minutes) of instruction in their native language and 40% (126 minutes) in English instruction. Students in low intermediate level of proficiency receive 50% (158 minutes) of instruction in Spanish and 50% (158 minutes) of instruction in English. Students also receive five periods a week of Native Language Arts and 8 periods a week in ELA instruction. The organizational model is departmentalized for all classes. The program models are block scheduling for ELA and single periods for native language arts. The classes travel together as a group. All students regardless of age are placed in their designated grade. There is one teacher in a class during instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We also provide Push In ELL service for ELLs in classes other than the TBE classes, for students who are not in the bilingual classes. All ELL students at MS 224 receive the required amount of minutes according to proficiency levels as required by the CR-Part 154. In addition, students in the transitional bilingual class (TBE) receive Native Language Arts in Spanish according to the CR-Part 154 requirements.

Students in the beginning level of English proficiency receive daily 60% (190 minutes) of instruction in their native language and 40% (126 minutes) in English instruction. Students in low intermediate level of English proficiency receive 50% (158 minutes) of instruction in Spanish and 50% (158 minutes) of instruction in English. Students also receive four periods of Native Language Arts and 8 periods a week of of English Language Arts.

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

Bilingual and ELA teachers at MS 224 work collaboratively. There are scheduled common preparation periods and grade conferences during which they do common planning, inter-visitation, learning walks and plan for future professional development according to the school needs of assessment. ESL bilingual teachers at MS 224 hold either ESL or content area credentials.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In every classroom at MS 224, you will find differentiated instruction in order to meet the varied needs of the ELL population. Teaching strategies used to meet the different needs of our ELL students are: modeling, contextualization, metacognition, total physical response, repetition, hands on instruction, small group instruction and individual instruction and pairing. All students have access to laptop computers which are incorporated into classroom practice. All ELLs take part in Rosetta Stone and Imagine Learn programs.

Furthermore, during the school year, our school provides ongoing small group instruction to all of our students. Our English Language Learners actively participate in the BESARS Saturday Academy under TitleIII. In this program, students are serviced as one hour and half of English as a Second Language, and one hour and a half of NYSESLAT test preparation.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Through classroom observations, all administrators monitor that teachers are providing the native language in the content areas, as well as providing the students with translated work, if necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through school wide assessments, the director of the ELL department, monitors the progress of students by looking at the four modalities of English acquisition. In addition, the administrators will monitor the lesson plans and make sure that Domain 1 is adhered to which includes the four modalities.
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

ELLS 4-6 - In an effort to develop the language skills, and fluency of our ELLs population at MS 224, we use the Workshop Model which follows all the balanced literacy components, (research-based), such as read aloud, shared reading/writing, independent reading/writing, and guided reading/writing. In addition to the model we incorporate audio/visuals, listening centers, big books, charts, differentiated graphic organizers, and manipulatives. The content area in the bilingual classes are taught using ESL strategies, and the Danielson Framework for teaching.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The school uses Rosetta Stone and Imagine Learn, to address the academic content, as well as the English Language Development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Special Needs ELL's in consultation with the SWD teachers, adhere to goals and objectives of their IEP. Curriculum is modified to include the four modalities of English acquisition, as well as SWD instructional strategies.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

Science:				

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

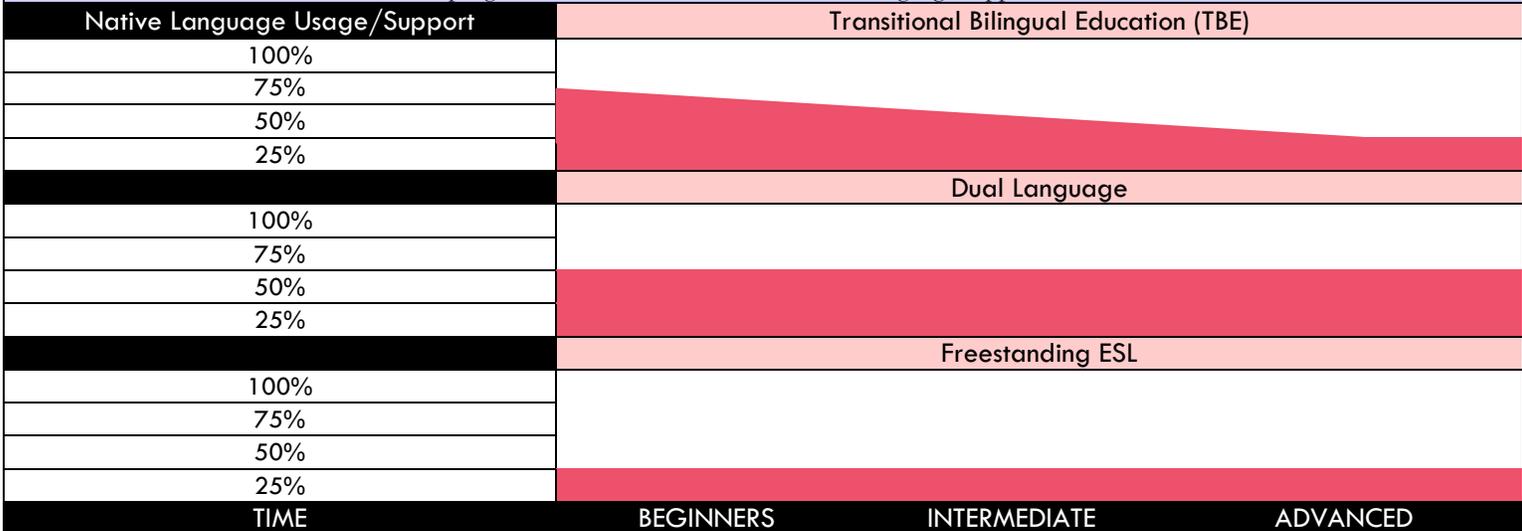
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional Development opportunities are offered to all teachers of ELLs. All teachers received the mandated Chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the year 2013-2014. The professional development will be on instructional known needs areas for ELLs such as scaffolding, ESL methodology, Common Core Learning and NYS standards and data driven instruction for ELLs. The professional development will be provided by an outside consultants who are knowledgeable in area of instructional needs for English Language Learners. The following topics are covered in the school year 2013-2014 by the school bilingual coordinator, literacy coach and assistant principals.

- September Workshop Model – Danielson Framework for Teaching
- October – November Common Core Learning Standards/ Expeditionary Learning Curriculum/Connect 3 Math Cur.
- December Assessment ELLS
- January Mid Year Assessments (cont'd)
- November – May Scaffolding strategies and classroom activities for ELLs, Language Allocation Policy Study groups

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

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

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

D. Parental Involvement

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

1) In terms of ELL parent involvement, at MS 224, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, by September 2013, our parents will receive a parent orientation informing them of the various programs we have available for our ELL students. Parents are also invited to "Meet and Greet", a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child's progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Further more, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents' leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Science Night that will cover literacy, math and science jeopardy. Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school:

Middle School 224 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, that is consistent with Domain 4 of the Danielson framework and College and Career readiness of all students . Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will incorporate this parental involvement policy into the Schools SCEP plan.
- In carrying out the Title I, Part A parental involvement policy requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and will be provided with opportunities to participate in their child's education, including being assisted with using ARIS parent link.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

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

2. The school has a three year partnership with Family Life Academy Charter School , through a NYS ELL dissemination grant. This grant includes afterschool workshops with parents, and information that is given to the parents at PA meetings.

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Science School for Expl

School DBN: 07X224

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X224 School Name: 224

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

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

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

The major findings of our school's written translation and oral interpretation needs is that all correspondences must be in Spanish because the majority of the parents speak and read in Spanish. During parent meetings, many of the conferences translated in Spanish due to the majority of the parents being Spanish speaking. Based on our home language surveys, we have a large percentage of our parent body that is primarily Spanish speaking.

Part B: Strategies and Activities

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

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

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

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

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

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