

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

08X337

School Name:

SCHOOL FOR INQUIRY AND SOCIAL JUSTICE

Principal:

ANDREA CYPYRS

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Middle School 6-8 School Number (DBN): 08X337
School Type: Middle School Grades Served: 6-8
School Address: 1025 Morrison Avenue Bronx, NY 10472
Phone Number: 718-860-4181 Fax: 718-860-4163
School Contact Person: Dr. Tim Opium Email Address: acyprys@schools.nyc.gov
Principal: Andrea Cyprys
UFT Chapter Leader: Ira Hart
Parents' Association President: Abena Roman
SLT Chairperson: Dr. Tim Opium
Student Representative(s): NA

District Information

District: 08 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax:

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

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 Comprehensive Educational Plan (CEP) 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:

- A. 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*.
- B. 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.**
- C. 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)
Andrea Cyprys	*Principal or Designee	
Ira Hart	*UFT Chapter Leader or Designee	
Abena Roman	*PA/PTA President or Designated Co-President	
Miguelina Valdespino	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rudolfo Roman	Parent Member	
Carmen Jones	Parent Member/Title I Rep	
Brenda McGhee	Member/ Parent	
Rhonda Higgins	Member/ Parent	
Jacqueline Pabon	Member/ Parent	
Kisha Mickens Myers	Member/ Parent	
Denise Pogue	Member/ UFT	
Joshua Partridge	Member/ CSA	
Arah Lewis	Member/ UFT	
Timothy Opium	Member/ CWA	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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 Comprehensive Educational Plan (CEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** 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.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our Mission statement is as follows: "We are on a path toward reaching and exceeding standards. Our children are lifelong learners who are developing the skills to become the leaders and inventors of tomorrow. Our graduates will shape an ever-changing world and will be model citizens and responsible decision makers who promote and applaud diversity. They will navigate challenges and search for answers to ethical and philosophical questions that will help them to become deep thinkers and problem solvers. Our students will go from children to enlightened, independent young adults who value education and respect society. We will create a community of learners that can not only draft the blueprint but can redesign it- one life, one institution, one community at a time.

We will provide them with knowledge, skills, and real world experience to achieve a productive and fulfilling life. We will promote academic excellence through high levels of proficiency in reading and mathematics. Technology will be a tool to enhance and expand curriculum content, skills and assessment. The education community will honor and advocate for parent involvement and a shared decision making process with our community partners, Our school will build on its commitment to providing our children with rich cultural experiences in the arts as they relate to our learning process."

MS 337 occupies the First and fourth floor of the building. This is a high poverty area whose population is primarily composed of Hispanics (56%) African-Americans (40%), Caucasians (1%) and Asians (2%). Our population is highly mobile because more than 20% of our students are in temporary housing.

MS 337 is comprised of 6, 7, and 8 grades. Each grade will be divided into cohorts comprised of two or three classes each. In grades 7 & 8 we have four classes per grade. This year, we have six (6) classes in grade 6 and three cohorts. We will continue to educate all IEP students in the Least Restrictive Environment. This will be accomplished by using flexible scheduling as well as increasing the number of Integrated Co Teaching positions and providing students We will continue to seek teaching staff with dual certifications and, content area certification to provide the possible use of our financial resources.

Flexible cohort meetings are held weekly in accordance with the needs of the teachers and curriculum. The purpose of these meetings is to strategize ways to improve student performance, minimize behavioral problems, address individual academic needs and deliver a united inter-disciplinary curriculum.

Ideally, each SISJ class will be comprised of twenty-five students or less. The cohort is designed to help students feel connected to a nested community within a school environment providing emotional and academic support. Cohort/Team meetings also provide parents the opportunity to meet with parents to discuss student progress.

MS 337 has shown significant progress over the past seven years moving all students toward proficiency in English Language Arts and Mathematics. Additionally, Students With Disabilities (SWD) and English Language Learners (ELL) have shown significant improvement on State Assessments. 337 received six consecutive A grades from 2008-2013. In the 2014 progress report, we are performing above district and citywide results for all categories of students.

Due to the success of our ELL population, we were asked to create an ELL academy. This academy began during the 2010-2011 school year and has continued to show positive results. To date, we have instructed French, Arabic, Bengali and Chinese non English speaking students and moved them to the intermediate or advanced NYSELAT level in three years.

During the 2012-13 school years, we set a goal to increase parent involvement. Proof of growth was measured by parent participation in the NYC School Survey and, parent participation in SLT/Title I, PTA meetings. Survey results for the 2011-12 school year indicated that 58% of our parents completed and submitted the survey. The next year, 2012-13, this number rose to 65%. In 2013-14, we rose an additional 10 points to 75% participation. This was achieved by a number of strategies such as a well-organized plan timed to coincide with parent teacher conferences and incentives. We plan to continue these strategies to reach 100% of surveys submitted.

While we have seen a significant increase in parent participation in SLT, PTA and Title I meetings, there is still room for improvement. Our current PTA executive board has taken an active role in the school and in parent outreach. They work closely with our parent coordinator to increase parent participation and with outreach to surrounding schools recruiting incoming students. As a result, we have seen a steady increase in our population over the past two years. This year we accepted 230 students into our grade six class. We plan to accept a minimum of 230 next year. Our plan is to increase our total school population to 600 students over the next two years.

MS 337 applied for two grant programs in 2014. The Middle School Arts initiative allowed us to hire two teachers of the arts. One visual arts specialist and one music specialist. The second grant was for the Summer Quest program. This grant allowed us to conduct the five week summer camp and bridge program. We have seen the positive results from both of these programs and assessment of the effectiveness will be conducted at the end of the school year.

Based upon the 2013-14 Snapshot, we have shown improvement in the following areas; Mathematics, ELA (English Language Arts), Students With Disabilities (SWD), ELL (English Language Learners), Science.

MS 337 prides itself on being a “Full Service” school. We utilize community based contact to assist our families’ needs. We have formed a strong partnership with the Bronx Borough Presidents office, NY State Assembly member Marcos Crespo and, NY City Council member Annabell Palma. Our current Community Based Organization (CBO) Moshula Montefiore Community Center provides a free 5 day after school program and full day five week summer camp program. All incoming grade 6 students are offered a seat in the summer program which also serves as a Bridge Program. We are currently in discussions with MMC to have a school based health clinic onsite. This would be an enormous help for our community as there is an identified need.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - 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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the 2014-2015 school year we will continue to implement our Response To Intervention team expanding it to include all of our grades 6, 7, 8. The program began with students in grade 6, grew to encompass grade 7. This team will continue work to identify student problems involving academic, social and emotional development, as well as strategies to provide improved instructional quality

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All classroom teachers will continue work on the design and implementation of an engaging, rigorous, coherent curriculum which is aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks. Baseline assessments are administered in all content areas. The data is disaggregated and teacher teams analyze the data. They conduct a needs assessment identifying three target standard strands that indicate student performance is either far below or approaching the standard.

Based upon these results, specific goals are formulated for students to achieve by the end of the 6-8 week cycle. The expectation is that the identified targeted students will achieve 10%-15% progress at the end of the cycle. Teacher teams will meet at the end of the cycle to assess their progress. Based upon the results, additional services may be required and provided.

Progress reports are issued to all students every 6-8 weeks. AIS groups meet 1-2 times per week in a small group setting. An interim assessment is given in January and the process begins again with new data. This will drive the next three cycles.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • We will have a 6th, 7th, 8th grade RTI team & operating procedures. 	all incoming students	We will break it up	Grade 6, 7, 8 RTI team members.

<ul style="list-style-type: none"> Incoming students will be screened for appropriate services in conjunction with their strengths and weaknesses. Assess the effectiveness of the Tier II intervention plan making the necessary adjustments based upon available Data. 	regardless of grade will be assessed. ELL's, SWD, LEP	into 6-8 week cycles. Ongoing. Student progress will be discussed during Team and Cohort meetings	Principal and Assistant Principal, ELA and Math coaches, testing/assessment coordinator, AIS teachers
<ol style="list-style-type: none"> RTI team will expand RTI professional development throughout the year and turnkey to staff. Assess Operating Procedures. Continue the RTI team meetings. The RTI team will meet to examine data to identify students' progress in the areas identified as strengths and weaknesses. Based on that data, the effectiveness of the RTI team and the programs, strategies, materials, groupings and delivery will be assessed and modified where necessary. RTI team will examine researched based teaching strategies and provide meaningful feedback to teachers based upon based upon data and observations. 	All students/staff	Ongoing through school year	RTI Team members, AIS, Principal, AP, Parent Coordinator
Parents will receive notification by the teacher team that their child has been assessed regarding their progress. Progress reports will be sent home every 6-8 weeks (Holidays determine) and parents will meet with Teacher Teams/AIS during Tuesday Parent Involvement times.	Identified Targeted Students including SWD, ELL	Entire school year in 6-8 week cycles	RTI team, AIS, Principal, AP, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. This is a continuous process that takes place during the whole school year. Additional planning and PD is done during the summer months to allow a smooth implementation.
A. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.
2. Services will be provided on a push in/pull out basis by the team members. I Ready data will be utilized to assess progress and need of individual students.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
---	----------	---	---------------	--	-----------	--	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Teacher Incentive Funding (TIF) funds 2 Peer Instructional Coaches (PIC) and 2 Demonstration Teachers (DT)

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Students will be assessed at the beginning of the first cycle to develop a baseline. Each cycle will run approximately 8 weeks with one week between the end of one cycle and the beginning of the next cycle to allow for an assessment to take place. At the end of the second cycle, we will use READY assessments for ELA and Unit Tests created by the grade teams in Math. After the first ELA cycle, we will give the interim assessment II to measure progress and growth which will then drive the creation of the second RTI group. At the end of the second cycle, we will give the READY assessment II to determine growth which we expect to be around 25% by the end of the second cycle in grades 6, 7, 8 at the end of the school year in June, we expect to see a 50% increase for al students based upon assessment.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
---	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

NA. Mid-point benchmark scheduled for January 2015

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through a clear and focused vision, beginning June 2014, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments in line with the Common Core Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>12. Testing data will be analyzed and disaggregated by the data point and teacher teams to identify which questions students performed far below or approaching the standard. Teams will review the Item Analysis report to determine which questions students’ performed lowest. The lowest third of all students in the school will be the targeted population. Students will receive baseline assessments at the beginning of the year. Our school wide goal is a 25% increase by the end of the second cycle (January) and 50% by the end of the school year (June).</p> <p>13. Interim assessments will be given on a 6-8 week cycle with necessary adjustments being made to improve outcomes.</p> <p>14.</p>	<p>All students in grades 6, 7, 8 including all sub groups</p>	<p>This is an ongoing process during the school year with constant monitoring during the year. Assessment is done weekly, monthly, quarterly</p>	<p>AIS team has a schedule of most at risk students they meet on a push in/pull out basis. Grade Team/ Content Area Team meetings discuss student progress on a weekly basis to assess progress and make necessary adjustments.</p>

<p>Data will be reviewed for all students with disabilities. This data will be broken down by the performance level of each student.</p> <p>D. Key personnel and other resources used to implement each strategy/activity</p> <p>4. Specific student needs will be targeted and, each student will be assigned additional AIS, RTI, push in/pull out services.</p> <p>5. <input type="checkbox"/> Students will be assessed on a weekly basis to assess progress.</p> <p>6. Strategies</p> <p>E. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p>		<p>during the year</p>	<p>Students identified in the lowest 10% will be closely monitored via ongoing assessments and, review of assignments. Strategies will be adjusted based upon results. Peer Instructional Coaches and Demonstration Teachers will support all staff in developing best practice aligned with Danielson Framework and SIOF model.</p>
<p><u>Strategies to Increase Parental Involvement</u></p> <p>Parents are notified in writing about the planned services. Additionally, the team (grade, content area, AIS, Parent Coordinator) meets with each parent to discuss the plan and how they can support the work and their children</p>	<p>Whole School</p>	<p>2014-2015 school year</p>	<p>Instructional staff will utilize Tuesday Parent outreach time to contact and meet with parents. Parent Teacher conference dates will be changed to accommodate parents. This has shown increased parent participation in past years.</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Teacher Incentive Fund (TIF) is used to fund our (PIC) Peer Instructional Coaches and (DT) Demonstration Teachers. They have a coach who meets with on a weekly basis to support our, inter- visitation teams and improve instruction. Mentoring and inter-visitiation are used to support and develop new teachers. Schedules are adjusted to accommodate teacher inter-visitations as well as to facilitate team/content area meetings. Half day PD sessions also support this work.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
---	----------	---	---------------	--	-----------	--	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

TIF Grant funds 2 PIC's and 2 DT's

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

Students will be assessed at the beginning of the school year to develop a baseline . This will begin the first cycle. Each cycle will run approximately 8 weeks with one week between the end of one cycle and the beginning of the next cycle to allow for an assessment to take place. At the end of the second cycle, we will use READY assessments for ELA and Unit Tests created by the grade teams in Math. After the first ELA cycle, we will give the interim assessment II to measure progress and growth which will then drive the creation of the second RTI group. At the end of the second cycle, we will give the READY assessment II to determine growth which we expect to be around 25% by the end of the second cycle in grades 6, 7, 8 at the end of the school year in June, we expect to see a 50% increase for all students based upon assessment.

Part 6b. Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Mid-point assessment will take place in January 2015.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - 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.

Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers’ individualized professional development plans with a focus on the following competencies; 1a, 1e, 2a, 2d, 3b, 3c, 3d, 4e as evidenced by several cycles of informal observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed inter-visitation team. The inter-visitation team meets weekly to discuss low inference notes and feedback conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>1. Through continued awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers will become more effective in instructional practices that result in the enhancement of language learning proficiency of all students.</p> <p>The SIOP model will be enhanced and expanded in conjunction with both network and school professional development. Content area planning will reflect all components of the SIOP model in conjunction with the CCSS.</p>	<p>SWD, ELL’s Lowest 1/3 of all students. High achieving students</p>		<p>1. PIC’S, DT’S, Principal, Assistant Principal, Data Specialist . Creation of a professional development team from the UFT Teacher Center site committee, to provide</p>

			<p>ongoing SIOP training.</p> <ul style="list-style-type: none"> CFN sponsored professional development in year II SIOP training.
<p>•We will continue our workshops for parents centered around “How To Help My Child Succeed”. Our new PTA has an ELL parent as a member of the executive board and Title I committee. All materials are translated for non English speaking parents. Interpretation services are available for any parent/guardian requiring them.</p>	<p>All Parents. Special attention will be focused on Parents of SWD and ELL’s.</p>	<p>Whole School year</p>	<p>Parent Coordinator, ELL staff, Teachers of SWD, Principal, AP.</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Six ½ day professional development days are planned into the schedule</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>TIF Funding Grant</p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>16. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p>Weekly meetings with (PIC’s & DT’s) Peer Instructional Coaches, Demonstration Teachers, monthly meetings with Administration</p>				
<p>Part 6b. Complete in February 2015.</p>				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
<p>January 2015, midpoint monitoring will take place.</p>				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - 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.

Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
8. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Parent involvement has been a problem over the past three years. During the 2012-13 school year, we have noticed an increased level of participation in PTA meetings. Additionally, we have noticed an increased number of parents completing the environment survey over the previous year. School enrollment is up over the prior 2 years with an increase of 30% incoming grade 6 students. We also plan to grow the size of the school by 50%. The building we currently share has been identified as being underutilized. In prior years, incoming enrollment was limited to 100 students. With an annual attrition rate between 20-30%, we would end up with approximately 70-80 students on a grade. For the 2014-15 school year, we increased incoming enrollment to 220 students in grade 6. This number has settled to approximately 190 students in grade 6. The goal going forward is to take in a minimum of 250 students for the 2015-16 school year and an equal number in the 2016-2017 year. This will resolve the underutilization issue in this building and our total enrollment will grow to approximately 700 students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication. In addition, parents will be given increased opportunities to become involved in their child’s education. The expectation is that involvement in activities will be increased from 67% to 75% as evidenced by the 2013-2014 School Survey Data. The intent is to continue this upward trend by offering parent driven workshops (based on School Parent Survey) student performances/art shows and the utilization of Tuesday Parent Involvement time.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Concerted effort to increase communication between the school and home. PTA has adopted Yellow paper to indicate all communications specifically from the PTA. Monthly calendars, notices sent out by PC on a regular basis. PC has incentives for parents to attend Parent Teacher conferences and to complete	All Families	2014-2015 school year	Parent Coordinator, Principal, AP, all staff

school surveys. PTC dates have been changed to accommodate working parents and to avoid schedule conflicts.			
Clear Identity for MS 337 on the front of the building	Whole Community	4 months	SBM

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of Title I funds, Parent Teacher Association support, Summer Quest Funds, TL OTPS

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
MS after school and Summer-Quest Grant funds as well as MS arts Grants have become effective tools to involve parents and increase participation. Periodic shows/exhibits are used to increase parent participation. Parent Coordinator funds have been used to purchase incentives. These are used during our Parent Teacher conference to obtain surveys and Medicaid Letters from the parents. Title I parent involvement funds are being used to increase parent participation in school activities. The Title I parent representative is actively involved in developing activities to support this.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
Monitoring attendance at PTA meetings, Parent Teacher Conferences, School Activities (concerts, art exhibits)				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Attendance at Parent Teacher Conferences was at 93% for the 9/18/14 date, 11/19 attendance was above prior year however, the increased size of grade 6 has skewed this data. Parent survey participation will help determine effectiveness of this goal and the difference between 2013 and 2014 data. Enrollment has grown for the 2014-15 school year in grade 6 to 190 students. School parent participation in the annual survey for the 2013-14 school year has risen to 75% and 8 point increase over the previous year.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system. The target population will be the lowest third performing students as evidenced on the City and State assessments and, SWD and ELL student population. Assessments will take place at the beginning of the school year to establish baseline data. Classroom observations as well as teacher feedback will assist in identifying at risk students. Team conferences will be held on a weekly basis to assess the effectiveness of interventions/services. Progress reports will also chart student academic and behavior progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We continue to collect and analyze student data on a periodic basis, to ensure mastery of skills needed so that English Language Learner (ELL) students will move at least one language acquisition level	Students identified as being “At Risk” due to social, emotional, academic, disability, ESL/ELL	Ongoing. Weekly meetings.	DT, PIC, AP, Principal, AIS Team, content area teachers, ESL/ELL teacher, guidance counselor, social worker

	<p>status. All necessary services are provided based upon the needs of the student/family. Teams strategize and work as a team to support the staff and students.</p>		
<p>1. As a support for teachers especially new teachers, the inter-visitation team was designed to work collaboratively using Webb's Depth of knowledge and low inference transcriptions to help teacher develop more effective questioning and discussion techniques.</p> <p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6, 7, 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>New teachers and students identified as at risk.</p>	<p>From September -June</p>	<p>Team Members, Principal, AP</p>
<p>1. The Inter-visitation team is made up of 4-6 teachers encompassing all three grades. Teachers selected participate in a multi-step process.</p> <p>2. Step 1: Selecting focus group of teachers to join in collaboration</p> <p>3. Step 2: Selected teachers are invited into the process and create specific goals for the professional growth</p> <p>4. Step 3: After meeting with selected teachers, Questioning and discussion techniques was chosen as the focus based on goal setting conversations.</p> <p>5. Step 4: An inter visitation schedule was set-up</p> <p>6. Step 5: Team member observe teachers and take low inference notes on the lesson, focusing specifically on questioning and discussion techniques.</p> <p>7. Step 6: The team sits with the transcription and review the lesson and chooses several questions to discuss with the teacher.</p> <p>8. Step 7: The inter visitation team meets with the teacher and provides feedback for the lesson and collaboratively both parties work together with Webb's depth of Knowledge to develop selected questions and discussions.</p> <p>9. Step 8: The group works collaboratively and looks at the teacher's next lesson's questions and together they work</p>	<p>New teachers and those identified as being at risk.</p>	<p>Ongoing from September to June</p>	<p>Inter-visitation team members, Principal, AP</p>

<p>on making selected question more effective.</p> <p>10. Step 9: The inter-visitation re-visits the teacher and continues the low inference process to look for implementation.</p> <p>11. Instructional strategies/activities</p> <p>12. Provide diagnostic and periodic assessments to evaluate whether students know the planned skills and concepts of Milestone.</p> <p>13. Assessments will be used to determine the needs of each ESL student for additional instructional support.</p> <p>14. Provide technology support using Education City to increase student phonemic awareness and word recognition.</p> <p>Provide extended day additional services for each student using the Common Core Clinics textbooks which focus on informational text.</p>			
<p>Parents will be engaged in a 1:1 manner by the teacher teams, AP, Principal, Guidance Counselor and Parent Coordinator to discuss progress, needs and College and Career Readiness. Appointments will be scheduled at the convenience of the parent providing the team members are available and, using the Tuesday Parent Engagement time.</p>	<p>Targeted students identified as At Risk.</p>	<p>Ongoing from September - June</p>	<p>All teaching staff, Guidance, Parent Coordinator, School Psychologist, necessary Related service providers where necessary.</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teaching staff, guidance/social worker, student groups. budget to support , scheduling

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
---	----------	---	---------------	--	-----------	--	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

TIF Grant, MS Funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 32. Specify a timeframe for mid-point progress monitoring activities.

Inter-Visitations will have immediate follow up and then detailed analysis/feedback period. This is ongoing during the school year.

Part 6b. Complete in **February 2015.**

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Mid-Point Benchmark will be assessed in January.				

Section 6: 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)	Baseline assessments given at the beginning of school year. After an Item Analysis, a teacher team conducts a needs assessment to determine top 3 strands. Strands are rated based upon performance level and students scoring below the benchmark are placed into the first AIS cycle. The same process is followed during the January assessment to determine the second AIS group for the next cycles.	Standards Based Targeted Instruction	1:1, small group(3:1)	During the day in push in pull out model. Afterschool, early morning(before school)
Mathematics	Fluency in basic operations of whole numbers, fractions, decimals, positive/negative numbers. Algebra – and two step equations Problem solving Proportions Memorize core functions/basic concepts Reinforce core curriculum concepts	Standards based Targeted instruction During the day as needed. Push in-pull out before/after school	1:1, small group (3:1)	During the day in push in pull out model. <u>Academic Intervention Services (AIS)</u>Afterschool, early morning(before school)
Science	Reinforce science concepts. Preparation for practical science exam	During the day as needed. Afterschool services provided	1:1, small group (6:1)	During the day in push in pull out model. Afterschool, early morning(before school)

Social Studies	Same strategies as ELA. Use of historical articles, novels/nonfiction	During the day as needed. Afterschool services provided in line with ELA instruction	1:1, small group (6:1)	During the day in push in pull out model. Afterschool, early morning(before school)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Mediation, 1:1 Paraprofessional support	Direct Service as needed	1:1, 1:3,	During the day as needed. Afterschool services provided by guidance counselor

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

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
----------	---------------------------------	--	---	--	--------------------

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.

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

Demonstration Teachers and Peer Instructional Coaches (DT, PIC) support the development of all teachers by highlighting Best Practices and facilitating PD workshops.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA 337 is SWP

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).

NA 337 is SWP

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.).

NA, 337 is a Middle School

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.

All teachers participate in weekly Content area meetings as well as weekly Grade level meetings. Additionally, professional development/planning takes place during the summer. All staff review and discuss what materials should be used for student assessment based upon alignment with the Common Core Standards and high level instruction. All opportunities for outside professional development and in school PD are used to provide the most data to make informed choices. MS 337 also utilizes 6 half day professional development days to achieve these goals.

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 (CEP) 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	253,290	X	10-19
Title I School Improvement 1003(a)	Federal	NA		
Title I Priority and Focus School Improvement Funds	Federal	NA		
Title II, Part A	Federal	NA		
Title III, Part A	Federal	NA		
Title III, Immigrant	Federal	NA		
Tax Levy (FSF)	Local	2,206,359	X	10-19

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:

- B. 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.
- C. 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:

- D. **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).
- E. **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.
- F. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- G. **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.
- H. **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.
- I. **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:

- J. **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.
- K. **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.
- L. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- M. **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 8: 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 CEP 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)

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. **MS 337, School For Inquiry And Social Justice**, 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. **[MS 337, School For Inquiry And Social Justice]** 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)

[MS 337, School For Inquiry And Social Justice], 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	322	Total number of ELLs	29	ELLs as share of total student population (%)	9.01%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							10	8	11					29
SELECT ONE														0
Total	0	0	0	0	0	0	10	8	11	0	0	0	0	29

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0
Dual Language										0
ESL	13		1	7		2	7	1	3	27

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	13	0	1	7	0	2	7	1	3	27
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	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							9	7	7					23
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	10	9	9	0	0	0	0	28

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	3	3					7
Intermediate(I)							3	1	2					6
Advanced (A)							5	3	6					14
Total	0	0	0	0	0	0	9	7	11	0	0	0	0	27

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	3	4			7
7	7	1			8
8	1	4		1	6
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		4		1				8
7	7		1						8
8	3		3						6
NYSAA Bilingual (SWD)									0

NYS Science

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

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.
We use DRA, Fountas and Pinnell, Ready Level Text in literacy and writing, Baseline assessments.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Current analysis of the data has shown that our focus on tailoring programs of instruction by providing small group setting with

additional teacher/ academic support is making our success level higher than the norm. the concentrated team work has enableed us to push many ell's into proficiency by the time they reach grade 8.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
This data is used to determine leveled textx, strengths and weaknesses. this allows our school to taylor AIS services as well as instruction to best meet the students needs. additionally, the information allows us to group students with appropriate support staff.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?During the 2013-14 school year, we do not have any students participating in native language exams.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
all data collected is analyzed on a regular basis (weekly) to assess student progress. this is done during weekly team, grade and content area meetings. each student is discussed and their profolio is reviewed. if necessary, parent conferences are also held to discuss student progress.
6. How do you make sure that a child's second language development is considered in instructional decisions?
as stated in the prior question, student progress is cclosely monitored via weekly team meetings. additionally, the implementation od the SIOP model across all subject areas allows for content to be reinforced in every area. an example is the word wall which is consistant across all subject areas.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use assessment data, portfolio results and standardized test results.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
PPalndentification Process
In order t insure that all English Lanuage Learners (ELLs) are equitably nd appropriately identified, enrollment forms include the Home Language Survey which initiates the identification process. When a spaker with a native language, home langage, or primary language other than English enrolls in school, the following steps are followed.
 1. The ESL teacher, or desigee, administers an initial screening using the Home Language Survey. The designees include either the Principal, ESL Coordinator, and Parent Coordinator. aste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. The Home Language Survey is reviewed by the ESL teacher and the student is eier declared eligible for testing or English proficient. Parents are informed by letter within ten days of the child's registration of the three choices. Transitional Bilingual Education, Dual Language, and Free standing ESL. Once students are tested, found to be entitled, they are programmed at

appropriate level of ESL. Letters informing the family of the student's placement and the options open to them are mailed within ten days of registration. Parents are invited to an ELL orientation program so that they better understand the school's programs and options. Mrs. Pogue, Ms. Alvarez, along with our parent coordinator Mr. Bonilla are responsible for explaining the program options to parents.

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

- Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
P4. Based on the results of the screening, the student will be determined to be fully proficient in English or Limited English Proficient. . Copies of all letters are maintained in the school's ELL compliance files and two additional copies are made. Every attempt is made to contact families and invite them to the school for additional information and to have their questions answered. Entitlement letters, and received completed Parent Surveys and Program Selection Forms are stored in ELL compliance files.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students with Limited English Proficiency are eligible for ESL services. . Based on the Parent Survey and Program Section forms, all parents have requested an ESL program for their children. Families have repeatedly stated that they want their children to learn English as quickly as possible, and the ESL program is what they want.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The school is structured around an ESL/ELL service program. Our success rate with students who arrive as non english speaking students and become english speaking students has been close to 100%. This is accomplishe by the use of the SIOP model and, additional academic supports durnig the instructional day.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

Paste response to questions here:

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

- AIS Push In a minimum of 10 hours per week based upon the specific reading and/or writing modality of each student. The

AIS program used the Balanced Literacy program based upon student data. Student data was used to support their specific linguistic and academic needs to deliver appropriate AIS services. Student progress was monitored on a monthly basis. The ITA's were used to assess students and further drive instruction. AIS services are also provided in Mathematics based upon student needs.

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

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

- Progress Coach
- Ladders to Success
- NY Listening
- Various materials from Literature books

- Students were grouped based upon modality with the ESL/ELL teacher using the GOALS program. The GOALS program is used in the following way:

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

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
As stated earlier, student learning styles are assessed when they enter the school. Based upon the results of these assessments, the necessary differentiation is implemented. Additionally, all lessons are Scaffolded to support student learning. A sample of the SIOF lesson plan used by all teachers is included at the end of this document. Paste response to questions here: Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
P Within ten days of the student' enrollment, the ESL teacher will notify the parent in writing of the student's eligibilty to participate, the type , and amount of ESL services.
9. Parents are given an orientation on the school community and the free-standing ESL program the school provides. During the orientation, parents are made aware of the various language acquisition programs in New York City Public Schools. Parents may choose from Dual Language, Bilingual or Freestanding ESL programs: understanding that only freestanding ESL is availaable at MS 337. The ESL teacher along with the Parent Coordinator shows the ELL Parent Orientation Video and assist parents in

completing the Parent Survey & Program Selection Form. Parents are informed that MS 337 does not currently have a transitional bilingual or dual language program.

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

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

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

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

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

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

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

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

The entire school is structured on the SIOP model. All lesson plans are consistent with the SIOP program across all subject areas. Scheduling is structured to allow additional support for ELLs, SWD, students identified as at risk. This is done by using a push in/pull out model to support learning in all subject areas. Additionally, literacy is incorporated across all subject areas.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

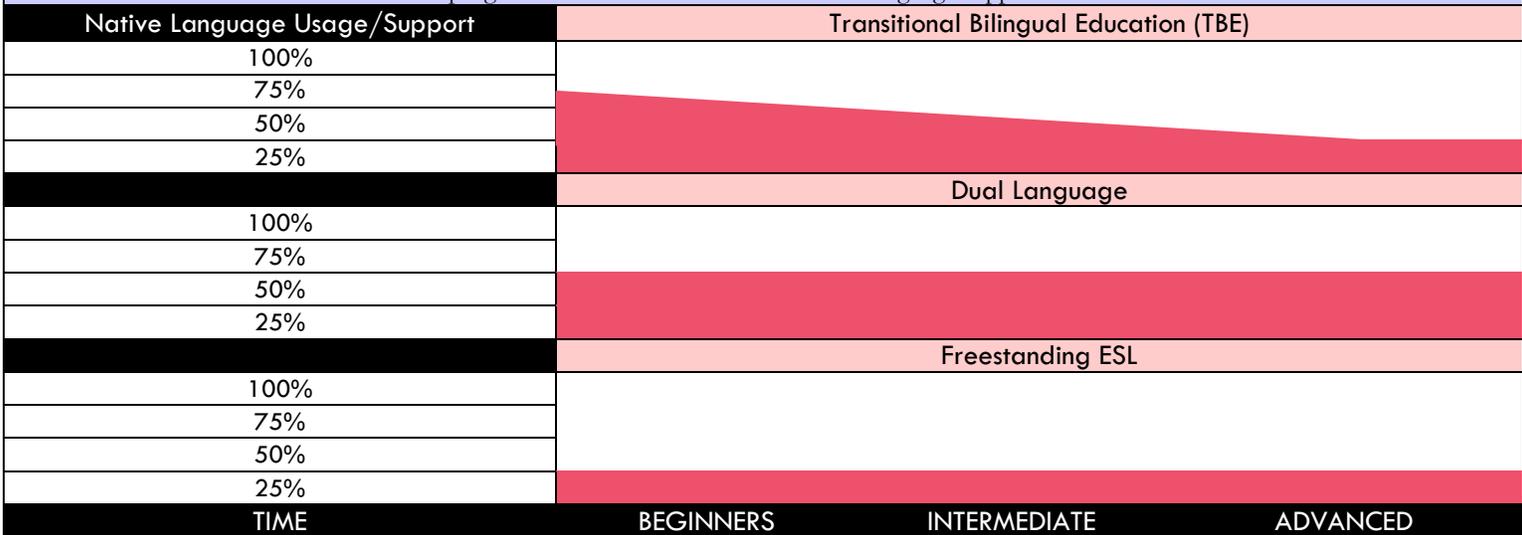
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
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.

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

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

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

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

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

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

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

None at this time. :

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

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

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

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

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

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

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

materials included:

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

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

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

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

Paste response to question here:

full access is given to the afterschool program with staff from the school present to support the needs.

STANDARDS:

THEME:

LESSON TOPIC:

OBJECTIVES:

Language

Content

LEARNING STRATEGIES:

KEY VOCABULARY:

MATERIALS:

MOTIVATION

(Building background)

PRESENTATION

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

PRACTICE/APPLICATION:

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

REVIEW/ASSESSMENT:

(Review objectives and vocabulary, assess learning)

EXTENSION:

Time:

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

Scaffolding: Modeling Guided Independent

Grouping: Whole Class Small Group Partners Independent

Processes: Reading Writing Listening Independent

Strategies: Hands-on Meaningful Links to Objectives

Review and Assessment (Check all that apply):

Individual Group Written Oral

Review Key Vocabulary:

Review Key Content Concepts:

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

NA

C. Professional Development and Support for School Staff

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

Professional development is provided in the following manner:

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

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: School For Inquiry And Social**School DBN: 08X337****Signatures of LAP team members certify that the information provided is accurate.**

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X337 School Name: MS 337

Cluster: 5 Network: 534

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

The Major Home Languages are broken down as follows:

English ---- 282
Spanish---- 33
Bengali ---- 3