



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

07X224

School Name:

P.S. / I.S. 224

Principal:

SOJOURNER WELCH-DAVID

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

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

Grades Served: 6-8

School Address: 345 Brook Avenue, Bronx, NY 10454

Phone Number: 718-665-9804 Fax: 718-665-0078

School Contact Person: Sojourner Welch-David Email Address: swelchdavid@schools.nyc.gov

Principal: Sojourner Welch-David

UFT Chapter Leader: Rashad Brown

Parents' Association President: Yolandra Olivera

SLT Chairperson: Mercedes Liriano

Title I Parent Representative (or Parent Advisory Council Chairperson): Nelva Alicea

Student Representative(s): _____

District Information

District: 07 Superintendent: Elisa Alvarez

Superintendent's Office Address: 501 Cortlandt Avenue

Superintendent's Email Address: Ealvarez2@schools.nyc.gov

Phone Number: 718-742-6500 Fax: 718-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10458

Director's Email Address: JRUIZ2@schools.nyc.gov

Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sojourner Welch-David	*Principal or Designee	
Rashad Brown	*UFT Chapter Leader or Designee	
Yolandra Olivera	*PA/PTA President or Designated Co-President	
Nafi Caro	DC 37 Representative (staff), if applicable	
Nelva Alicea	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bernie Hernandez	CBO Representative, if applicable	
Mercedes Liriano	Member/ chair	
Melissa Mendez	Member/ parent	
Chantele Joseph	Member/ teacher	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

MS 224 Mission Statement

The Science School for Exploration and Discovery is a laboratory for learning and life committed to high academic achievement in order to prepare our students for college and career readiness of the 21st Century. We believe that all scholars learn through critical thinking, fluency, and deeper understanding of text. Providing an entry point for all learners is essential in our quest for all of our scholars to be successful. Our goal is to prepare all of our scholars to engage in the inquiry process through thoughtful, meaningful, purposeful, and timely activities, to promote high expectations. We guarantee that every student that walks through our doors will be treated with respect and equality, by fostering their diverse cultures and experiences. We believe that every scholar that leaves through our doors will have a sense of self, commitment to education, and renewed enthusiasm to continue to "Explore" and "Discover".

M.S. 224 is in its 3rd year partnership with Family Life Academy Charter School under a New York State Grant Dissemination Grant. The objective of this grant is to partner a successful charter school that service mostly English Language Learners with a New York City Public School that also has a large under of ELL students, however struggle with meeting the AYP for this particular subgroup. The grant funds a group of consultants (charter school teachers) to come into the school and work directly with the teachers that serve ELL students in all subjects. In addition, FLACS provides ongoing professional development around data on the NYSESLAT , AMAO estimator, and other forms of assessment data. Teacher best practices are then shared with the teachers through modeling, and school inter-visitation in the charter school for the teachers involved in the grant. At the end of each year, the school receives a 2 day State intensive evaluation to assess the success of the grant, based on student achievement, and effective classroom pedagogy.

MS 224 is in its 2nd year as a NYS SIF (School Innovative Fund) grant. This competitive grant was awarded to the school after the submission of an extensive view of the school, its mission, and direction in which the school needed immediate turnaround. This grant has afforded for every teacher to have direct support with education consultants that are subject specific, as well as incorporating technology into every lesson, and communication within the school, the community, and our parents. SMART boards, computers, and laptops were purchased for the classrooms to support GOOGLE classroom.

M.S. 224's special initiatives include boys and girls mentoring for at risk students, 21st century after school, robotics, sea perch (partnership with the US navy), and the sports program through CHAMPS.

Being a newly Local Assistance School, our increased and continued focus will be on our subgroups in particular English Language Learners and Students with Disabilities.

Looking at the elements of the Framework for great schools, MS 224 has been successful in supporting schools with a concentrated focus on the socio-emotional aspect of educating the whole child. Every single staff member in this building are expected to establish relationships and connections with students, so that every student has a person they can go to, and feel that they are in a safe place. The other success is with collaborative teachers that is evidence by most decisions (outside of organization) are made by the teachers with the final approve from the principal. Teachers collaborate on every decision that will increase coherence and unity across all classrooms. Teachers meet for common planning during and after school at least 3 times a week. Teacher leadership is shared and rotated to allow for equal voice and shared commitment. Our key areas to focus on this year will be strong families. With a new bilingual parent coordinator and new PA board, the school will increase the exposure of the school to parents on the weekly Tuesday parent engagement, parent workshops, and the parent extension component to the 21st century after school program.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Our strength is that teachers implement a comprehensive system for using formative and summative assessments for strategies short and long-range curriculum planning that involves student reflection.</p> <p>Our priorities are:</p> <ul style="list-style-type: none"> Creating curriculum maps that reflect one major unit that will be interdisciplinary resulting in a summative project that will be grade specific. Increase the planning, commitment, and execution of our instructional plan that will result in ongoing curriculum maps that reflect critical thinking and planning. Looking at more recent data to drive instruction--communicate and adhere to deadlines for grading so that we can give immediate and timely feedback. 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will have created (12) CCLS-aligned curriculum maps that reflect data driven modifications that are based on end of unit assessments in all grades and subjects.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create an interactive calendar of dates of when all unit, benchmarks, and I-Ready data will be administered and analyze.</p> <p>Monthly workshops will be held to inform the parents of the current curriculum and what their child is doing in school and for homework.</p>	<p>Teachers/Parents</p>	<p>June 2015-2016</p>	<p>Teacher Assigned</p>
<p>Create a data team that will compile all the data and analyze it, in preparation for the professional development for the teachers around understanding the data and its implication for the class and school wide.</p>	<p>Adminstrators</p>	<p>September 2015-June 2016</p>	<p>Data Committee</p>
<p>During curriculum planning, the teachers will adjust the curriculum to address the specific needs of English Language Learners and Special Needs Students.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Department Heads</p>

Create a “view only” parent link on the MS 224 web page, where teacher will be able to view the school curriculum map.	Parents and students	September 2015-June 2016	Technology Coordinator
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
200 hours of per session for planning, curriculum development, data analysis, etc.											
5 teachers will head this framework as a committee to provide teachers the needed resources to increase rigorous instruction in the classroom. This will be a part of the per session hours above.											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Common planning - one session a month will be dedicated to curriculum monitoring. Curriculum maps will be monitored and shared on Google Docs with the entire school community in order to edit, add, and modify the curriculum as needed. In February the team will analyze the mid-term results and create a mid-point document that will be used to evaluate the consistency and impact of the curriculum modifications.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>• Even though systems are in place in the school to meet the socio-emotional needs, we are still testing out which strategies will meet the needs of our most at risk students that are not responding to traditional and innovative methods of intervention.</p> <ul style="list-style-type: none"> We have a system for analyzing discipline data, office referrals, suspensions, attendance, and IEP’s of students that are classified as emotionally disturbed. We have a full function PPC Committee that will address teacher and dean behavior referrals, which is then translated into an action plan for the student. We have a year-long practice of Respect for All activities that are incorporated in the classroom. We have a partnership with Counseling in Schools through our SIF grant, in which 35 of our most at risk students receive group, individual, and family counseling. We have our own PBIS program called “David Dollars” which is used to reward positive behavior and citizenship. We have an attendance committee which adopts students who have chronic attendance issues and these partnerships are fostered and monitored through the year. We have a mentoring program that has a partnership with our PENCIL partner, as well as the Navy, and Urban Advantage. <p>Priority Needs:</p> <ul style="list-style-type: none"> Improvement of attendance for students who have chronic attendance issues from last year. Working with more families to take an active role in the development of their child throughout middle school. Finding new strategies to work with students that are classified as emotionally disturbed and continue to have issues 		

in school.

Strategies for dealing with students that are placed in our school by school placement, who have documented principal, superintendent, and juvenile justice issues.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We will decrease the number of students with chronic attendance issues by 10%, by increasing home visits, in school parent conferences, parent outreach, tracking logs, an adopt a student program, and monthly incentives for improvement of student attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>PBIS will be utilized in the school to encourage good attendance and positive student behavior</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Incentives Committee</p>
<p>Increase cultural trips around NYC to motivate student learning, discovery, and exploration.</p>	<p>All Students</p>	<p>October 2015 to June 2016</p>	<p>Teachers</p>
<p>Monthly assemblies in which students will be recognized for their improvement, achievement, and attendance.</p>	<p>All Students</p>	<p>Monthly from September 2015 to June 2016</p>	<p>Incentives Committee Guidance Counselor</p>
<p>For students with disabilities and ELL’s, specific programs such as the BESARS, Changing the Odds, Art for Change, and targeted enrichment programs will be offered and monitored throughout the year.</p>	<p>Students</p>	<p>October 2015- June 2016</p>	<p>ESL Coordinator (ELL’s) 6th grade Science Teacher(changing the Odds)</p>

			Administrators
			Enrichment

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 100 hours of per session for the incentive committee for planning around student activities including celebrations, trips, and targeting various students for positive behavior and attendance improvement • 1 guidance counselor will be a part of the incentives committee • Ink and color copies to create the PBIS David dollar • 4 teachers will be on the incentives committee, which will be an after school per session activity. This committee will meet once a week. 											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Bulletin Board with Student Attendance posted to display those students with improved, good, and perfect attendance.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>As per our Quality Review on February 24, 2015:</p> <p>Strengths:</p> <ul style="list-style-type: none"> Teacher teams meet weekly and have developed structures including agendas, protocols, minutes and supplemental materials to support progress toward goals. The focus of these meetings revolves around student data and improved teacher pedagogy. Team leader sets the agenda, maintains team documents, facilitates the meetings and shares information with the administration. Teachers take turns with the facilitation of each meeting After reviewing the state ELA assessment results teachers discussed patterns and trends. Modifications to the maps were made and scaffolds and supports such as RAFT (Restate question, Answer, 		

- The principal has established a systems improvement cabinet, which includes teacher leaders. They work collaboratively to monitor and assess specific systems in the school.

Priority Needs:

Teacher teams meet across curriculum; however the teams have not developed and executed interdisciplinary units of study.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all grade teams will have executed one interdisciplinary unit that incorporates one other subject and the Arts, and track the improvement of student performance and consistently monitoring student data by conferencing with students.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
In order to help all educators build understanding and take ownership of professional development and improvement in their classrooms, particularly as we address the move in the Common Core toward understanding informational texts, all teachers will work collaboratively to identify 2-3 instructional strategies to better enable all students to work with informational texts.	Teachers	September 2015 to June 2016	Department Heads

This activity will be monitor by observation cycles, learning walks, weekly meetings with agendas and minutes.			
Each team will pilot 2 interdisciplinary units of study that is as a result of common planning across subjects. These meetings will be monitored by the chair leads, as well as an administrator.	Teachers	October 2015 to June 2016	All Teachers
Invite parents to participate in select Professional Learning Sessions to learn the strategies that teachers are using in the school and encourage them to engage in conversations with their child at home.	Parents	September 2015 to June 2016	PD Committee
Hold monthly Reading Celebrations where the whole school community reads silently for a period, followed by a celebratory assembly rewarding student progress in literacy.	Students	Monthly from September 2015 to June 2016	Humanities Department

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 150 hours of per session for lesson planning, professional learning sessions that will focus on the 3 research based strategies that were adopted by the teachers during common planning. • 5 teachers will sit on the collaborative committee and gather artifacts for this frameworks progress monitoring. • 1 supervisor will support improving teacher practice and increase teacher collaboration. • 1 educational consultant (Shane Purse) will provide year-long professional development that will promote teacher collaboration and decision making. 											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the monthly systems meeting, all teams will present drafts of the interdisciplinary units for the entire team to view, questions, and give constructive feedback
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Areas of strength as per the QR on February 2015:</p> <ul style="list-style-type: none"> The leader through collaboration with her staff has effectively aligned professional development, family outreach and student learning experiences and supports. To monitor and share best instructional practices, the school conducts inter-visitations, instructional rounds and focused walkthroughs. The school leader effectively partners with staff, parents and students to create a system of high learning expectations and a culture of mutual accountability for those expectations. There are also high expectations regarding professionalism, planning curriculum and instruction. Teacher teams and staff have a unified set of high expectations for all students and provide clear and effective feedback to ensure that all students are independent thinkers who are prepared for college and career. <p>Areas of priority:</p> <ul style="list-style-type: none"> Improve on providing more individualized professional development that meets the needs of all of the teachers. Being more consistent on following up with teacher teams on assignments and new department initiatives. 		

Engage more families in the process of helping at risk students succeed in school socio-emotional, and academic.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

Based on 2 goals (1 instructional/ 1 professional) set by teachers in September 2015, 100% of teachers will have a professional learning plan that addresses trends/strengths, and weaknesses of domains within their observation report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Monthly workshops for parents that will address each component of the framework for great schools.</p>	<p>Parents</p>	<p>August 2015 to June 2016.</p>	<p>Parent Coordinator PA Executive team Selected teachers</p>
<p>Professional Development for the Principal and Assistant Principals to enhance consistency of written observation reports. Professional development starting in August, 2015 and continued monthly.</p>	<p>Assistant Principals</p>	<p>August 2015 to June 2016.</p>	<p>Principal; Leadership Coach</p>
<p>Professional Development for the Principal and Assistant Principals to enhance consistency of verbal feedback given during each post-observation conference, through objective reference to the descriptors of the Advance Teacher Effectiveness Observation Framework. Professional development starting in August, 2015 and continued monthly.</p>	<p>Assistant Principals</p>	<p>August 2015 to June 2016.</p>	<p>Principal; Leadership Coach</p>
<p>Principal and Assistant Principals conduct co-observations using the Advance Teacher Effectiveness tool. Post-observation meetings involve aligning the formal or informal written reports demonstrating a shared understanding of the</p>	<p>Assistant Principals</p>	<p>August 2015 to June 2016.</p>	<p>Principal; Leadership Coach</p>

Advance Teacher Effectiveness Observation Framework descriptors as evidence for determining a teacher's effectiveness.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal will support improving teacher practice.
- Principal will monitor all framework committees after school.
- 250 hours of per session for progress monitoring, collecting of artifacts and committee input sessions, etc.
- Leadership coaching by the Educational consultant to support and increase leadership building capacity, and peer professional development opportunities.

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monthly evaluation meetings in which there is a norming process of each Assistant Principal's observation notes; written formal or informal teacher feedback; and verbal teacher feedback. These meetings will be facilitated by the Principal and the Leadership Coach. A monthly systems meeting will be held to collect data on from observations for the purpose of evaluating what is working and what is not.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p><u>Strengths</u> as per the QR conducted February 2015:</p> <ul style="list-style-type: none"> Tuesday parent engagement meetings and phone conferences provide parents with the opportunity to discuss their child’s progress with their teachers. The parent coordinator coordinates monthly meetings and workshops that are led by administrators and/or teachers The administrator has appointed a coordinator who in turn communicates with the grade liaison who in turn communicates with the teachers regarding parent engagement needs, events, and tasks. <p>- The use of skedula and pupil path to have regular communication with the parents.</p> <p>- All IEP meetings include the SBST team, and administrator, parent, and the child’s primary teachers.</p> <p>- 8 week progress reports are generated and mailed out to parents to keep them informed about their child’s progress.</p> <p><u>Needs</u></p>		

- - Create a stream line connection and partner with the community partners by provide opportunities for the parents to be directly connected to the Community Based Organizations (ASPIRA, Morris Heights health Center, and Weil, Gotschal and Manges Law Firm) in organizing joint activities that involve students and their families.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

From June 2015 to June 2016, we will increase parent attendance at parent workshops by 20% using phone blast, text messages, school calendars, backpack letters, and live phone calls.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Newsletter</p> <p>-School newsletters will highlight the theme of the unit they are studying, and other important information pertaining to the specific teacher’s classroom. This newsletter will be collected and placed in the parent coordinators binder.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Teachers</p> <p>Department Heads</p> <p>Parent Coordinator</p>
<p>Weekly parent workshops</p> <p>- These workshops will focus on classroom, school, parenting, and home topics. Monthly, teachers will present to parents on related and timely information that they can</p>	<p>Parents</p>	<p>Weekly</p>	<p>Teachers</p> <p>Administrators</p> <p>Parent Coordinator</p>

<p>use to assist with their child’s academics. These meetings will be monitored by attendance sheets, and exit surveys after workshop is over.</p>			<p>Service Providers CBO’s</p>
<p>School Events</p> <ul style="list-style-type: none"> Curriculum Night: September Parent Teacher Conference): Parents will get a chance to meet their child’s teachers and find out what to expect in each classroom for the school year. The administration will address families with some important information pertaining to the school for the year. School Science Fair School Wide Math fair School wide literacy fair Fall Family Day (December): we will invite our CBOs to participate in the family day to inform parents of their services. Staff and faculty will be in attendance for an opportunity to get more familiar with families. Temporary Housing Dinner (March): we will have a dinner for parents and students in temporary housing. Staff and faculty will be in attendance for an opportunity to get more familiar with families. We will try to get our community partners to contribute in some type of way, whether it will be financially or some other form of donation. Spring Family Day (June) we will invite our CBO's to participate in the family day to inform parents of their services. Staff and faculty will be in attendance for an opportunity to get more familiar with families. <p>These activities will be monitored by attendance, surveys, and observations of the activities. These activities will be reported out at the monthly systems meeting.</p>	<p>Parents Students</p>	<p>September 2016 December March2016 May2016 June2016</p>	<p>Grade Level Teams Administrators Parent Coordinator CBO’s</p>
<p>Family Suggestion Box</p> <p>- A box will be available in the Office for parents to submit any questions, concerns, etc. These items will be reviewed by the SLT at their monthly meeting and communicated back to the Parents at the PA meeting or in a correspondence.</p>	<p>Parents</p>	<p>Monthly</p>	<p>SLT Committee PC</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 150 hours of per session for parent and community involvement
- 1 teacher coordinator to support improving the collaboration between the community, family ties, and the school
- 1 administrator will monitor all parent and community involvement
- 1 guidance counselor will support parent and community involvement
- 1 parent coordinator will support and actively engage in the parent and community activities.
- 4 teachers will be on the parent and community committee and will support this collaboration

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

-
- Sign in sheets for all events. The final count for each event should be maintained in a spreadsheet to monitor increase of parental involvement.
- By the end of January, all artifacts will be collected and placed in a binder for review by the administrative team to evaluate effectiveness.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, there will be a 10% increase in student performance based on the MOSL baseline in comparison to the MOSL end line.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students identified for Academic Intervention Services (AIS), with the goal of serving at least 50% of those students.				
N/A				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students identified for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of those students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families.
1. Vocabulary building-focus on specific vocabulary words important to what students are learning to increase student achievement. Summarizing and Note taking-this will help students translate the information they have reading into a brief form that will help promote student understanding of a text. Note taking is the process if students using their notes to gain deeper understanding of the content. Questioning and Discussion-explores new concepts elicit evidence of student understanding and promote deeper student engagement. These strategies help students retrieve what

they already know on a topic. Reinforcing Effort and Giving Praise—teaching students that added effort will pay off in terms of achievement will increase student achievement. Homework Help—provide students with the opportunities to deeper their understanding and skills relative to present content. After school program geared to students that scored below the cut score for their grade. Saturday ELL program (BESARS program) geared for all bilingual and English Language Learners.

2. The afterschool program which consist of music, art, dance, sports, business, science, and mentoring is designed for participation in these extra-curricular activities, students understand that it is a must that they attend school and maintain passing grades in their core subject areas.

3. The ELT sessions will be broken down into small learning groups.

4. The ELA sessions contain programs such as music, art, mentoring, business, sports, science club, and dance which are specifically intended to improve the academic and personal behaviors of students that attend the program.

5. A parent component of ELT will be provided by the 21st century afterschool vendors. These activities will take place at the same time as the ELT for their children.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

All ELT programs will be implement by NYS teachers and overseen by MS 224 school administrators (assistant principals and principal). School based community staff from Creative Connections, Bronx Ensemble, and Renaissance will be implementing the music and business program.

The ELT program will be evaluated by the attendance of students, observation report of teachers, and the I-ready diagnostic and benchmark data on each participant in the I Ready program.

Part 4b. Timeline for implementation and completion, including start and end dates.

September 2015-June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The resources that will be used are ELA/Math I-Ready online program; NYSESLAT test prep books, Instruments for the music program, sports equipment for the sports program, and general office supplies for papers and materials for flyers, programs, invitation, and other materials needed to promote parent engagement and participation .

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century	X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January, all students that participate in ELT's use I-Ready and will be administered a mid-point summative assessment, in which the data will be analyzed and reported out at the systems meeting.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: 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)	Level 1 & Lv. 2	I-Ready Test Prep Enrichment Rosetta Stone	Small Group Whole Class	After School , school day, and Saturday Academy
Mathematics	Level 1 & Lv. 2	I-Ready Test Prep Enrichment	Small Group Whole Class	After School , school day, and Saturday Academy
Science	Level 1 & Lv. 2	Science Test Prep Materials Mock Science Exam	Small Group, after school test prep, Whole Class	After School , school day, and Saturday Academy
Social Studies	The Students	Humanities based curriculum that all students participate in our part of their regular daily schedule.	Whole Class	School day during the 90 minute block
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Holdovers and over aged. Students with multiple behavior infractions. Students in temporary housing and students that are currently failing their class.	Guidance Counselor • Peer mediation • Small group counseling • Respect for all Family Engagement	Small group; Monthly assemblies	After school, school day, and during the school day

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
<p>The school used various strategies to assist teachers that are not highly qualified. Title 1 funding is available for teachers to enroll in course work and classes that will lead them towards full certification and become highly qualified. Parents are notified when a class is taught by staff that is not highly qualified. The Open Market system which allows UFT members to transfer also allows the school to hire state certified and highly qualified teachers. All teacher recruitment fairs are attended by the schools hiring committee. Interviews and demo lessons are required for all new teachers that are seeking employment.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>All classroom teachers will be trained to conduct conferencing, effective workshop model, gap analysis, depth of knowledge, and the teacher effectiveness program. Additional topics may be added based on needs identified by administration and instructional support staff. This professional development will be facilitated by an outside educational consultant Shane Purse Associates and Frank Cunningham Associates.</p> <p>Collaborative Team teachers will participate in professional learning opportunities around different learning styles, behavior modification and effective strategies to improve reading and math skills. This professional learning opportunity will be facilitated by Shane Purse Associates and Frank Cunningham Associates.</p> <p>Teachers of English Language Learners will attend trainings focusing on scaffolding instruction, multiple intelligence and successful strategies for second language learners. These trainings will be offered by the network and central, as well as afterschool training provided by MS 224 administrators.</p> <p>With the creation of the professional development committee, teachers will collaborate together to create and facilitate PD to teachers based on assessment data, trends in observations, and teacher goals.</p>

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	413,966.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	12,824.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,638,656.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) 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. **Middle School 224**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Middle School 224]** 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part C: Professional Development

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

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

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

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

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

- September: New Core Curriculum and the development of the new Humanities Curriculum Map;

Part C: Professional Development

Connect 3 (math) curriculum training and creation of the math curriculum map. (PLC). Provider: Literacy coach who is certified in English Language Arts.

• October-November : Common Core Standards and modify the map based on the unit assessments in ELA and Math. (PLC & analyzing data): Literacy Coach and Shane Purse Consultants (contracted vendor).

• December: ELLS and Differentiated Instruction in all content areas. (Gap analysis work in PLC) Shane Purse Associates (contracted vendor)

• January : Assessment of data and new student goals. (data analysis and action plan created in PLC) Providers: Assistant Principals and Shane Purse Associates

• November-May Scaffolding strategies and classroom activities for ELLs (Instructional Rounds and PLC) Providers: Shane Purse Associates and MS 224 teachers whom are all certified teachers in various license.

• September-June ESL Methodologies and Strategies (common planning activities) Shane Purse Associates

• October-May Using Data to Drive Instruction (common planning activities and gap analysis protocol) providers: MS 224 teachers and Assistant Principals

• February-May NYSESLAT and ELA Assessment (data analysis working in a PLC) Providers: Shane Purse Associates.

• September-May Placement of ELLs

Part D: Parental Engagement Activities

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

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

Begin description here: _____ The need to provide translation is an ongoing assessment at IS 224. Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school: Parents Orientation for ELLs spearheaded by the Program Coordinator, meetings by Parent Coordinator, Parent Teacher Conferences and Parent Association Meetings.

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

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

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

_____ In preparing our bilingual parents to aide and assist their children and our students in meeting their

Part D: Parental Engagement Activities

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

- Interactive Software that teaches them to speak, read, write and think in English (American).
- With Live Online Lessons -Practice sessions led by native-English (American) speaking tutors.

– Games & Community - English (American) language-enhancing games move them towards real-world proficiency.

Sample topics include:

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

This level will help them:

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

Part E: Budget

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

Allocation Amount: \$_____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 224
School Name The Science School for Exploration and D		

B. Language Allocation Policy Team Composition

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

Principal Sojourner Welch-David	Assistant Principal Richard Cole/Larry Thornton
Coach Lizette Banks	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Adam Johnson	School Counselor Miosotis Reilly
Teacher/Subject Area Elizabeth Stewart/ESL	Parent Yoandra Olivera
Teacher/Subject Area type here	Parent Coordinator Brenda Reid
Related-Service Provider Edward Lopez	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Eliza Alvarez	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	363	Total number of ELLs	112	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	1					0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	8
SIFE	20	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	19

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	55	13	0	19	3	0	8	0	0	0
DL										0
ENL	9	2	1	10	1	3	11	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							25	24	28					0
Arabic							1	0	0					0
French							1	1	0					0
TOTAL	0													

**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																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							7	13	7					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	0	0					0
Haitian														0
French							1	1	2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	3	4					0
Emerging (Low Intermediate)							3	1	13					0
Transitioning (High Intermediate)							3	3	4					0
Expanding (Advanced)							17	13	11					0
Commanding (Proficient)							2	10	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							4	5	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	30	0	0	0	0
7	23	3	0	0	0
8	26	3	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	24	14	9	5	1	4	0	0	0
7	15	8	14	7	1	7	0	0	0
8	14	12	16	5	2	1	0	0	0
NYSAA	0		0		0		0		0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool used by MS 224 to assess the early literacy skills of our ELLs Fountas and Pinnell running record. We also use the San Diego Quick Assessment. The insight that the data provides is that many of our ELLs need help with their vocabulary and reading comprehension. This data help inform our school instructional plan because we will modify our curriculum map to meet the needs of all students. In addition, I-Ready running records will be administered periodically to monitor student growth.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns that are revealed by the NYSITELL is that ELL students are not reaching the level of proficiency in reading and writing, however they are advanced for listening and speaking. On the NYSESLAT a greater percentage of our students have reached the 'Expanding' : 17 in grade 6, 13 in grade 7, and 11 in grade 8.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use the AMAO tool to measure how many of our ELL students show progress and proficiency on the NYSESLAT and the ELA state exams. The data reveals that our students are slowly showing progress based on scale scores, but are struggling to reach proficiency. This data is also helpful because it provides us with a narrative that explains their deficiencies. In addition, it lets us know which student is long term and and at risk.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across performance levels and grades indicate that our ELL students score level 1, however, they are showing growth on their scale score. When the ELL students take exams in their native language (math and science) they perform much better, in comparison to when the take the ELA exam. Looking across grades, the eighth graders fair better in performance on the ELA exam, than the seventh and sixth graders.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Through monthly data meetings, teachers meet with administration to determine deficiencies in ELL population. Teacher use this informations to adapt their lessons according to the level of the students. Teachers look at the data to modify the curriculum maps.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers use ESL methodologies to adapt daily lesson plans. They introduce academic content vocabulary in small groups, and guided instruction. Teachers use visuals to make input comprehensible. Teachers use translation technological tools, in the students native language to help them develop their second language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
When a new student arrives at MS 224, an oral interview is conducted by a licensed pedogogue, Ms. E. Stewart administers the HLIS. The director of Bilingual Education reviews the HLIS and if the child is eligible for testing, he/she is given the NYSITELL within 10 day of enrollment. If it is determined that the child is entitled to services as per the LAB-R/ Spanish LAB, the parent or guardian is immediately informed by phone by the parent coordinator, and additionally by a letter sent with the child. Parents are then required to attend an orientation for parents of ELL's. During this orientation, parents or guardians are informed through a power-point presentation, pamphlets, and a DOE video of the various ELL programs available for their children. ELL information is always presented to parents in both languages.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Teachers use running records, written assessments and SIFE questionnaires to identify Sife students. The questions that are asked deal with personal and language, family and home background, education history and language and literacy practices. Teachers work collaboratively to create formative assessments that will pinpoint deficiencies. Following these baseline assessments, we go over the data and highlight those students with the largest gaps in comprehension and basic skills.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
When a new student with an IEP arrives at MS 224, a licensed pedogogue administers the HLIS. The director of Bilingual Education reviews the HLIS and if the child is eligible for testing, he/she is given the LAP within 10 day of enrollment. If it is determined that the child is entitled to services as per the LAB-R/ Spanish LAB, the parent or guardian is immediately informed by phone by the parent coordinator, and additionally by a letter sent with the child. Parents are then required to attend an orientation for parents of ELL's. During this orientation, parents or guardians are informed through a power-point presentation, pamphlets, and a DOE video of the various ELL programs available for their children. ELL information is always presented to parents in both languages.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The director of bilingual education, along with the office staff, reach out to parents via email, letter, or telephone, in the attempt to have these important forms are returned to the school.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Verbal and written documentation is provided for each family in their native language during the entrance interview and their options are explained at length, prior to committing to any ELL status. Parents receive in their native language a brochure that explains their rights to appeal an ELL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The structures that are in place at our school to ensure that parents understand all three program choices is during the scheduled interview and parent orientation meetings, each parent receives in their native language a brochure that discuss the three ELL program choice. They also watch a video. MS 224 only offers two program which is Transitional Bilingual and a freestanding ESL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The director of bilingual education, along with the office staff, reach out to parents via email, letter, or telephone, in the attempt to have these important forms are returned to the school. Program selection forms are completed by the parent in the school building, and collected by the bilingual coordinator. Parent surveys are given directly to parents and are collected by our parent coordinator. Both parent survey and program selection are given to parents in their native language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Coordinator, in collaboration with the Guidance Counselors and Bilingual Coordinator, make phone calls, distribute reminders, and use Parent Teacher Conferences as a platform to encourage the completion of all Parent Surveys. During the registration process, parents are given both verbal and written forms in their native language, which outline the specific criteria for admission into a Bilingual Program. These forms are collected after the parents complete the form and filed in a file cabinet.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are mailed out in the parents native language. In addition parent centered meetings are used as an opportunity to provide families with specific details regarding a student's placement into any ELL program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The Pupil Personnel Secretary retains all HLIS documentation in the main office file cabinet. It is housed in each students record folder. Non-entitlement and entitlement letters are organized and maintained by the Bilingual coordinator in an "ELL" binder.
11. 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.
Testing is administered within the timeline of New York State's mandates. The bilingual coordinator prints out the RLAT to identify eligible ELL students for the NYSESLAT. Students are administered on each modality and provided the appropriate testing accomodations in accordance with their ELL status.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The continued entitlement and transitional support parent notification letters are mailed to parents in their native language. Parent centered meetings are used as an opportunity to provide families with specific details regarding a student's placement into any ELL program. In addition, the Bilingual counselor reaches out to any family that has not responded to the written documentation, via phone and/or email.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The trends that we have identified in parent choice is that our parents mainly choose the TBE program. This trend is monitored in order to know if another TBE program needs to be created. There are two program offered for ELL's. Parents choose this school from the middle school choice selection. They are aware that is TBE program and freestanding ESL offered in each grade.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Paste response to questions here:

- b. TBE program. *If applicable.*

Students in the beginning level of English proficiency receive daily 60% (190 minutes) of instruction in their native language and 40% (126 minutes) in English instruction. Students in low intermediate level of proficiency receive 50% (158 minutes) of instruction in Spanish and 50% (158 minutes) of instruction in English. Students also receive five periods a week of Native Language Arts and 8 periods a week in ELA instruction. The organizational model is departmentalized for all classes. The program models are block scheduling for ELA and single periods for native language arts. The classes travel together as a group. All students regardless of age are placed in their designated grade. There is one teacher in a class during instruction.

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

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

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

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

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

In every classroom at MS 224, you will find differentiated instruction in the core content areas order to meet the varied needs of the ELL population. Instruction is provided in English and Spanish as needed. The use of visual displays are also used in the content area instruction. Teaching strategies used to meet the different needs of our ELL students are: modeling, contextualization, metacognition, total physical response, repetition, hands on instruction, small group instruction and individual instruction and pairing. All students have access to laptop computers which are incorporated into classroom practice. All ELLs take part in Rosetta Stone and I-Ready program.

Furthermore, during the school year, our school provides ongoing small group instruction to all of our students. Our English Language Learners actively participate in the BESARS Saturday Academy under TitleIII. In this program, students are serviced as one hour and half of English as a Second Language, and one hour and a half of NYSESLAT test preparation.

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

All Math, Science and Social Studies assessment are provided in the students native language. Through classroom observations, all administrators monitor that teachers are providing the native language in the content areas, as well as providing the students with translated work, if necessary.

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

Through school wide assessments, the director of the ELL department, monitors the progress of students by looking at the four modalities of English acquisition. The Baseline, and Benchmarks assessment are administered twice in a school year, and analyzed to measure student growth. In addition, the administrators will monitor the lesson plans and make sure that Domain 1 is adhered to which includes the four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

To this date we have not encountered the re-identification of any student in the ELL population however, the student is given the NYSITELL assessment and based on the results would determine if they are an ELL student. The student's academic progress would be reviewed and protocol would be followed in accordance with the ELL Policy and Re-Identification guide.

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

The school uses Rosetta Stone and I-Ready, to address the academic content, as well as the English Language Development.

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

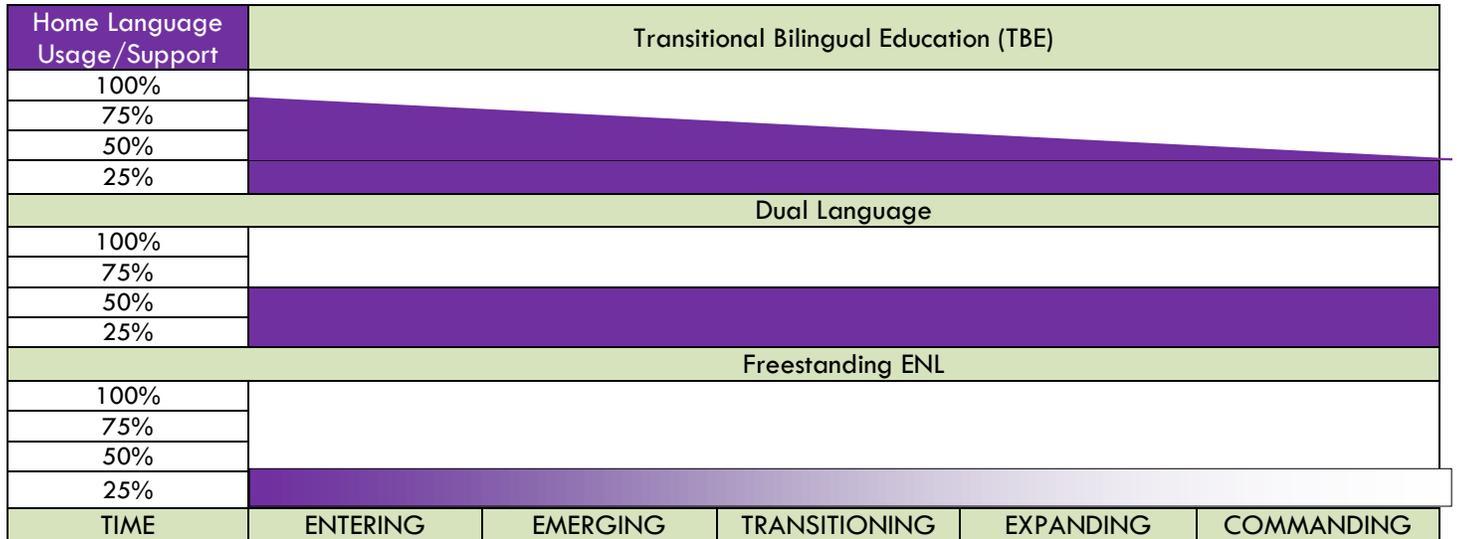


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
We use the AMAO to target our at risk ELL students in Science, Social Studies, and Math. Our ELL's are also targeted during our BESARS Saturday Program. We use the information on the AMAO to identify the strengths and weakness of each student. Students are involved in literacy and math activities. Native Language (spanish) is used to support content objectives.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on last years data that all teachers received and inserted in their data binder, it reflected growth in our ELL population, we can determine that our program is effective. We used the data to develop student goals in ELA, Social Studies, and Math, and work closely with the student. Students who attended BESARS program have shown improvement in NYS exams, and daily classwork.
12. What new programs or improvements will be considered for the upcoming school year?
We are currently involved in a dissemination grant with Family Life Academy Charter School. Our teachers are receiving professional development on best practices for our ELL population. This includes workshops, model lessons, and observations.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are encouraged to attend extra curricular activities such as band, test prep, science clubs, etc. Whenever possible, native language support is available. ELL students are included in all aspects of the programs. They share the same benefits as the native English speaking students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Content area subjects are taught in in their native language, as well as in English. Materials are provided in spanish, whenever possible like graphic organizers, audio and visual technology tools, and text. We also use Rossetta Stone and Imagine Learn for beginners.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students receive native language in Spanish to support our transitional classes during content area lessons.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students receive ESL services in small group according to their proficiency level and grade level. In order to ensure students are receiving grade appropriate materials, we use the NYS Common Core Learning standards. We use the expeditionary learning curriculum to ensure that the text is age and grade appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Students receive orientation in mative language to helpthem make the adjustment to Middle School. During the year, newly arrived 6th grade students work with a certified English teacher.
19. What language electives are offered to ELLs?
There are no language electives offered to the ELL's outside of their content area work.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development opportunities are offered to all teachers of ELLs. All teachers received the mandated Chancellor's professional development. In addition, classroom teachers will receive site-based professional development throughout the course of the year 2015-2016. The professional development will be on instructional known needs areas for ELLs such as scaffolding, ESL methodology, Common Core Learning and NYS standards and data driven instruction for ELLs. The professional development will be provided by an outside consultants who are knowledgeable in area of instructional needs for English Language Learners. The following topics are covered in the school year 2014-2015 by the school bilingual coordinator, literacy coach and assistant principals.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

- September Workshop Model – Danielson Framework for Teaching
- October – November Common Core Learning Standards/ Expeditionary Learning Curriculum/Connect 3 Math Cur.
- December Assessment ELLS
- January Mid Year Assessments (cont'd)
- November – May Scaffolding strategies and classroom activities for ELLs, Language Allocation Policy Study groups
- September – June ESL Methodologies & Strategies
- October – May Using Data to Drive Instruction
- February – May NYSESLAT & ELA Assessment
- October – May Study Groups – using “Scaffolding Language Scaffolding Learning” by Pauline Gibbons
- September – May Placement of ELLs

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The support that is provided for staff that is transitioning students to high school is the opportunity through release time to take the graduating ELL students to visit ELL specific high schools, and accompany them to high school fairs. The support that staff receives for our incoming students is PD around ELL strategies, as well as mentor that is specifically assigned to work on ELL matters, once a month with the teacher. These strategies are used to help new students feel comfortable in the school.

In August of 2015, all ELL teachers were offered a professional development around ELL, NYSLAT, TBL, and ELL strategies. In the month of September, all staff was given the required professional development as per Jose P.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The New York State ELL Dissemination Grant provides extensive funding for Professional Learning in accordance with the requirements outlined above. All of the information including teacher attendance and agenda's, are kept in binders and help by the Principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In terms of ELL parent involvement, at MS 224, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, by September 2015, our parents will receive a parent orientation informing them of the various programs we have available for our ELL students. Parents are also invited to "Meet and Greet", a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child's progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Further more, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents' leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Science Night that will cover literacy, math and science jeopardy. Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school:

Middle School 224 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, that is consistent with Domain 4 of the Danielson framework and College and Career readiness of all students. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will incorporate this parental involvement policy into the Schools SCEP plan.
- In carrying out the Title I, Part A parental involvement policy requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including
 - That parents play an integral role in assisting their child's learning
 - That parents are encouraged to be actively involved in their child's education at school
 - That parents are full partners in their child's education and will be provided with opportunities to participate in their child's education, including being assisted with using ARIS parent link.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Middle School 224 will take the following actions to involve parents in the joint development of its school parental involvement:
 - Middle School 224 and the Parents Association will join in the development of the school parental involvement plan.
 - The Parent Association and other interested parents and children will form an ad-hoc committee to have meaningful consultation in the development of the school parental involvement plan. Translation services will be provided at all meetings.

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
. The school has a three year partnership with Family Life Academy Charter School , through a NYS ELL dissemination grant. This grant includes afterschool workshops with parents, and information that is given to the parents at PA meetings.

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

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

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

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

5. How do you evaluate the needs of the parents?

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

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

6. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

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

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

D. Additional Information

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

Paste response here:

School Name: The Science School for Explor

School DBN: 07X224

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sojourner Welch-David	Principal		10/26/15
Richard Cole	Assistant Principal		10/26/15
Brenda Reid	Parent Coordinator		10/26/15
Adam Johnson	ENL/Bilingual Teacher		10/26/15
Yolandra Olivera	Parent		10/26/15
Elizabeth Stewart	Teacher/Subject Area		10/26/15
Elizette Estrella	Teacher/Subject Area		10/26/15
Lizette Sanjurjo-Banks	Coach		10/26/15
n/a	Coach		10/26/15
Miotosis Reilly	School Counselor		10/26/15
Eliza Alvarez	Superintendent		10/26/15
Jose Ruiz	Borough Field Support Center Staff Member _____		10/26/15
Edward Lopez	Other <u>Related Service Prov</u>		10/26/15
	Other _____		10/26/15
	Other _____		10/26/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07224** School Name: **224**
Superintendent: **Elisa Alvarez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Based on ATS reports, student emergency cards, and surveys, we translate all information into Spanish for parent meetings. We translate letters to the parents inviting them to the meetings. We assess our success rate by the number of spanish speaking parents that show up for the meetings. In addition, we provide calenders that are translated, informing parents of upcoming events, and we assess by the number of parents that participate in the workshops provided. When written correspondence goes home with a response requested, we analyze how many of the papers are returned signed by the parent. We also make sure that all meetings are translated and any questions that need to be asked are answered in the appropriate language. Periodically we will run the RLER ATS report which indicates the student's first language and asked parents if their language preference has changed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The major findings of our schools' written translation and oral interpretation needs is that all correspondences must be in Spanish because the majority of the parents speak and read in Spanish. In addition, brochures and DOE correspondence was provided to parents who spoke Arabic and French. During parent meetings, many of the conferences translated in Spanish due to the majority of the parents being Spanish speaking. Based on our home language surveys, we have a large percentage of our parent body that is primarily Spanish speaking.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School letters that are mailed and backpacked concerning school information is translated. School related information such as, NYS testing, parent/teacher conferencing and school events and closings letters from Central are translated as well as all promotional related letters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings are: Parent-teacher conferences, Parent engagement, Parent Association and School Leadership Team meetings, and various school events. These meetings occur monthly, usually after the school session has let out after 2:20pm. Informal interactions are unscheduled dean/teacher/parent meetings to discuss behavior or incidents. Meetings with related service providers and parents to discuss students in crisis. Parent/Principal meetings to discuss any other concerns.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All parent correspondence are translated after the initial letters are drafted. English and Spanish translated letters are printed double sided. For Face-to-Face meetings the bilingual secretary or the blingual parent coordinator is available to translate. In addition, for all other languages, assistance is provided by teachers and other staff members that speak that language. Written translation is provided inhouse by school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers will be provided with information with directions and use of the over the phone interpretation services that are available. Teachers are also provided with the names of inhouse staff that are assigned to support translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms our school use are parent surveys, and evaluation forms after all parent workshops