



[09X339 – CIS 339]

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 09X339

ADDRESS: 1600 WEBSTER AVE.; BRONX, NY 10457

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X339 **SCHOOL NAME:** CIS 339

SCHOOL ADDRESS: 1600 Webster Ave. Bronx, NY 10457

SCHOOL TELEPHONE: (718) 583-6767 **FAX:** (718) 583-0281

SCHOOL CONTACT PERSON: David Prinstein **EMAIL ADDRESS:** dprinst@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joyce Pulphus

PRINCIPAL: Jason Levy

UFT CHAPTER LEADER: Lucinda Johnson

PARENTS' ASSOCIATION PRESIDENT: Carmen Cruz

STUDENT REPRESENTATIVE:
(Required for high schools) (Not applicable)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** Children's First Network #12

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Jason Levy	*Principal or Designee	
Lucinda Johnson	*UFT Chapter Chairperson or Designee	
Carmen Cruz	*PA/PTA President or Designated Co-President	
Ada Cortes-Nater	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Linda Williams	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Gina Cruz	Member/ AP	
Jose Betancourt	Member/ Teacher	
Joan Hutchinson	Member/ Teacher	
Dolores Norris	Member/ Parent	
Aiyesha Wilson	Member/ Parent	
Shalomar Rosario	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

C.I.S. 339 School of Community Technology is located in the Claremont section of the South Bronx. The leadership, faculty, and staff of 339 are committed to curbing the achievement gap that is prevalent in neighborhoods similar to the school's section of the South Bronx. Despite many of the realities of the neighborhood—both socio-political and socio-economic in nature—the community of 339 is committed to debunking many of the stereotypes of the South Bronx.

The student population of 339 predominantly Black (two-thirds) and Hispanic (one-third), with most of the students qualifying for free and/or reduced lunch. A number of the students confront or have confronted egregious circumstances and because of this, but not limited to it, students are required to wear a standard school uniform designed to create parity and reduce competition.

In addition to the standard school day, students receive additional tutorial services in the areas of English Language Arts and Mathematics. They also take part in extra-curricular activities ranging from cheerleading to chess to school-wide athletic teams. The use of technology is critical to the success of 339 and it is through different technological initiatives, such as iTeach-iLearn, that the school community is able cultivate the academic and social development of the students of 399, who are driven to succeed. Each of approximately 300 8th Grade students has access to a personal iBook laptop for the entirety of the school day, while many 6th and 7th Grade students have a more limited access to computers. Each teacher is given a personal iBook laptop for professional use, and each instructional classroom is equipped with a SmartBoard and an LCD data projector.

The school is not only committed to the academic maturation of its students; it is passionate about creating an environment of inclusiveness and providing each of its students with a safe place to articulate his/her feelings and concerns regarding school-related issues and/or personal hardships. The school staff works arduously with several community based organizations to address the needs of each student.

In addition to the internal school-based initiatives the school partners with Turnaround For Children to supplement the work of the school-based support team. The active role of parent engagement is an integral component of the 339 community and the school's parent coordinator, Ramon Echavarria, works closely with parents to secure internal and external support systems for both students and parents.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	School of Communication Technology				
District:	09	DBN #:	339	School BEDS Code:	320900010339

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		86.8	87.6	87.3		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.6	91.9	92.9		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	268	239	225	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	273	281	258		79.6	79.6	85.3		
Grade 8	312	282	286						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	52	46		
Grade 12	0	0	0						
Ungraded	41	38	36	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	894	840	805		41	31	23		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	132	121	101						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	13	29	37	Principal Suspensions	343	305	184
Number all others	44	58	59	Superintendent Suspensions	34	27	36
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	91	88	85	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	129	144	133	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	19	21	70	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	77	75	72
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	29	30	23
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	13	13	28
	30	28	86				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	92.4
American Indian or Alaska Native	0.4	0.6	0.4	Percent more than two years teaching in this school	55.8	56.0	63.9
Black or African American	29.9	27.9	31.2	Percent more than five years teaching anywhere	40.3	42.7	51.4
Hispanic or Latino	68.2	70.2	66.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.0	1.0	Percent Masters Degree or higher	64.0	60.0	73.6
White	0.3	0.4	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.0	84.6	88.6
Multi-racial	N/A	N/A	N/A				
Male	50.6	49.5	52.9				

DEMOGRAPHICS							
Female	49.4	50.5	47.1				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)					✓		
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	✓		ELA:			
	Math:	✓		Math:			
	Science:	✓		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓sh	✓					

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	✓sh	✓				
Limited English Proficient	✓sh	✓				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	6	6	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	83.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Student Performance Trends:

- Students have made steady improvement toward reading at grade level over the last three years, culminating with, last year, almost 40% of 2009 students reading at or above grade level.
- Students have made steady improvement toward performing at grade level in mathematics, with a marked spike in grade level performance on the 2009 NYS Math Exam, where over 60% of all students scored at grade level or above.
- Scored A on Student Performance, as per most recent (2009) NYC Progress Report.
- Scored A on Student Progress, as per most recent (2009) NYC Progress Report.
- Incidents of student violence and major behavioral issues have declined steadily over the last four years.

What have been the greatest accomplishments over the last couple of years?

- **Feedback from 2007-School Quality Review:**
 - The school has been able to collect and analyze a wide range of data to understand and meet the needs of all students. From demographic to performance to anecdotal and behavioral data, stores of student information have been collected and have begun to be analyzed. These data are now beginning to be used to inform planning, group students, and hone children's school experience individually.
 - Students are enthusiastic, articulate, and enjoy their learning. This collective student attitude was not always readily obvious to visitors, observers, and parents. However, over the course of the past four years, through consistency of message and approach, students have begun to grow comfortable with accountability, results, and follow-through. This was never more evident than during last year's Dot-to-Dot Global Learning Reception.
 - The school has been able to launch an innovative, original, wholly unique approach to instructional technology. 100% of all students and staff have access to their own laptop computer during every instructional period of the day. This approach has made learning authentic, shrank the world for all

- students, and allowed them to engage and interact with their daily and long-term learning.
 - Social Studies and Science teachers are now meeting as functional departments. Teachers plan common curricula and assessments, analyze student work, and use student assessment data to plan targeted and meaningful learning for students. Further, all core academic teachers now teach the same number of students for the exact same amount of time.
- **Feedback from 2009 McKinsey Consulting – IS 339 Comprehensive Teacher/Student Survey:**
 - There is widespread agreement (>70%) amongst students that rules around various issues are consistent across the school and that the teachers apply the rules consistently
 - Most teachers believe they are able to differentiate in their classrooms (61% agree, 24% neutral, 15% disagree)
 - Most teachers believe technology has been helpful for differentiation in the classroom (71% agree, 18% neutral, 11% disagree)
- **Needs identified by 2007-8 State Quality Review**
 - Disaggregate data in order to gain a clear overview of patterns and trends in the performance and progress of all subgroups as students move throughout the school.
 - Raise staff confidence and expertise in the planning of differentiated activities to support and challenge the needs of all learners.
 - Make explicit to students and their parents the small steps needed to achieve identified interim and long-term goals.
 - Extend the range of curriculum links by mapping skills across different subject areas and by creating assessment rubrics in science and social studies.
 - Rigorously evaluate and review the school's work in order to refine practice and to prepare for the next stage of school improvement.
 - Establish a calendar for interim assessments to ensure consistency throughout the school.

NCLB/SED accountability status: Restructuring – Year 2 (Focused)

What are the most significant aids or barriers to the school's continuous improvement?

- AIDS:
 - The use and development of technology throughout the school is excellent in enhancing both teaching and learning.
 - The principal and his leadership team have a very clear vision for the future development of the school.
 - Teamwork and collaboration are strong features of the school.
 - There are many good opportunities for professional development.
 - Clear procedures allow the school to operate smoothly and create a positive learning environment.
 - Interventions and support services are used well in supporting students socially and emotionally, as well as academically.

- BARRIERS:
 - At this point, there is no consistent timetable for content-wide assessment to be given.
 - Although many data are collected, the school is still developing in terms of disaggregating it for the many different student subgroups.
 - Staff confidence and expertise still needs to be developed and honed with respect to planning differentiated instruction for all students.
 - Further curricular links need to be developed by mapping skills across different subject areas and creating various assessment rubrics.
 - Teachers believe that a lack of consistency is noticeable across the school.
 - There is no official handbook to make clear the school's foundations, rules, procedures, and systems.
 - 38% of lower performing students find it difficult to find a quiet place to study, compared to 17% of highest performing students

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. **ELLs:** By January 2011, 90% of all categorized ELL students will be received ESL instruction, through a strengthening of 339's program for English Language Learners and by restructuring school organization, hiring new staff, and further developing and supporting teachers.

ELL students are one of the school's lowest-performing sub-groups. By targeting them through a stand-alone goal, the school hopes to raise both performance and progress.

2. **MATH DIFFERENTIATION:** By June 2011, 80% of all math classroom teachers will be differentiating instruction in 80% of their daily lessons.

Through technology, grouping, and modifications of assignments, the school aims to further individualize math instruction.

3. **READING DIFFERENTIATION:** By June 2011, 80% of all classroom teachers will be differentiating reading instruction in 80% of their daily lessons, across all content areas.

Through technology, grouping, and modifications of assignments, the school aims to further individualize math instruction.

4. **SCHOOL CLIMATE & TONE:** By June 2011, all OORS-reportable safety infractions will be reduced by 50% from 2010 by increasing communication and consistency between parents, teachers and support staff.

Climate and tone has been a school-wide target for improvement over the past several years of transformation. This year, the school aims to overhaul its practices to make them more consistent and communicative to achieve this end.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ENGLISH LANGUAGE LEARNERS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By January 2011, 339's program for English Language Learners will be strengthened by restructuring school organization, hiring new staff, and further developing and supporting teachers.</p>		
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center">ACTIONS/STRATEGIES</p> <p>1) Steps for "New Arrivals": · If the home language of the student is other than English, we conduct interview in BOTH his/her home language and English. · If the student is fluent in both languages and we believe the student should not be serviced, then we attach another paper to the home language survey stating that it was decided based on the interview with the student and parents that the student will not be placed in ESL. (LAB-R) · Students must answer 1 of the first 4 questions and 2 of the next 4 questions "other than English" in order for</p>	<p align="center">RESPONSIBLE PARTY</p> <p align="center">STUDENTS</p>	<p align="center">IMPLEMENTATION</p> <p>1) All year · We place students within 10 days of the initial enrollment.</p> <p>2) August 2010</p> <p>3) September 2010</p> <p>4) Every 4 months</p> <p>5) From January to May 2011</p>

	<p>him/her to be considered to be placed in ESL. (We interview the student in both languages even if he/she has 1 in the 1st 4 questions and 2 in the 2nd 4 questions as "other than English").</p> <ul style="list-style-type: none"> ·If the student tests out, then we send home the "non-entitlement letter." If the student scores "B", "I", or "A" then, we send home a "placement letter."Then we administer the LAB-R. ·Parents choose the program they want for their children in our school (ESL or BILINGUAL program). · Students are placed in a bilingual class unless parents request otherwise. <p>2) Current ELL students- will be placed according to the NYSESLAT and NYS ELA Spring 2010 data.</p> <p>3) ESL and Content Area Teachers will administer diagnostic tests and baseline, midline, endline assessments.</p> <p>4) Periodic assessments for ELL students.</p>		
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	5) Saturday Academy		
	<p>Professional development will be aligned with the Units of Study across the curriculum. The curriculum is six units.</p> <ul style="list-style-type: none"> Professional development will be held seven times per year. Sessions will be planned for Monday afternoons, during Team meetings, and in-class demonstrations. These PD sessions will be conducted by the ESL/Bilingual Coordinator, Assistant Principals, Teachers, and ESL specialists from the Office of English Language Learners. Staff will attend professional development offered by the Office of English Language Learners and BETAC. 	TEACHERS	<ul style="list-style-type: none"> PD will be implemented from September until June 2010. All teachers providing services/ instruction to ELL students are required to participate in specific content PD.
	<p>1) Actively seek certified staff through personnel memos, etc.</p> <ul style="list-style-type: none"> Hire two ESL certified 	ADMINISTRATION / SUPPORT	<p>1) June 2010- September 2010</p> <p>2) All school year</p>

	<p>teachers</p> <ul style="list-style-type: none"> ○ These teachers will be pulling out students or pushing in to the Transitional bilingual and ESL classes. ● In each of the three pods (6-7-8), licensed ESL, Bilingual, and content area specialists will be assigned to ESL and Bilingual classes ● Encourage staff members to enroll in bilingual extension programs ● Continue using student teachers enrolled in appropriate programs ● Continue using paraprofessionals who speak the same native language as the students <p>2) Provide professional development for teachers of ELL/LEP students</p> <ul style="list-style-type: none"> ● ESL teachers will pull out some beginner and intermediate students to provide them with additional ESL services 		
	1) The Bilingual Information and	PARENTS / FAMILIES	1, 2 & 3) September 2010 4) October-June

	<p>Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education.</p> <p>2) An annual open house is in September held to introduce parents to their children's teachers and inform parents of all school expectations, programs, activities, and the curriculum.</p> <p>3) To integrate parents into the school community, they are invited to join our Parent-Teacher Association, which holds evening and Saturday meetings in the school library, with Spanish translation.</p> <p>4) Provide Saturday ESL for parents of ELL students.</p> <p>5) Monthly Workshop- Our bilingual coordinator provides monthly</p>		5) Monthly
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	workshops that range from community service, high school application process, after-school offerings, SES and the school's varied educational offerings. CIS 339 is supporting all students, including students with disabilities, through this initiative.		
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	BUDGET SOURCE		HUMAN RESOURCES
	Per Session and Training Rate for professional development		Hire two qualified ESL teachers.
	Saturday Academy (Title III money)		Student Teachers via Lehman College
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	INTERVAL OF REVIEW		INSTRUMENT OF MEASURE
	All pedagogues are scheduled for mandatory team planning periods. Meetings are scheduled twice a week for development, and provide teachers with strategies and skills to address the needs of the population. Professional development topics to be addressed this academic year.		The school-based professional development team is comprised of the Bilingual Coordinator and Curriculum Team.
	CEP- Comprehension Educational Plan		Interviews
			Both the coordinator and curriculum team are charged with planning and structuring meaningful professional development that meets the needs of our faculty in the bilingual department, as well as all subject teachers who are responsible for delivering instruction to ELL students.
			Beginning Sept 2010, our goal is to have all our ESL

	Title III Plan- June and January (twice a year)		teachers in the Program are all licensed ESL teachers and all teachers teaching bilingual classes will have bilingual licenses.
	PD- Throughout school year	Classroom Visits; Learning Walks; Teacher and Parent Surveys	-Teachers will use practices and resources provided from PD's and integrate them into classroom/ESL instruction. -Parents will use provided strategies and resources learned from PD's to help support ELL students at home.
	Periodic assessment- Possibly quarterly	-Formal and Informal assessments (portfolios). -DOE assessment	-Identify student needs and growth in language proficiency. - Incorporate new resources in daily ESL instruction. - Use data to be able to place students according to their needs. - Differentiate instruction for ELL's.

	2) Clearly communicate with students what is expected of them and why differentiation is important.		
	1) Clear and comprehensive training on specific strategies for differentiation. 2) Support staff provides in-class assistance during the launch of differentiation.	ADMINISTRATION / SUPPORT	1) September 7, 2010 PD Training - November 2, 2010 Revisit differentiation and have a PD about different differentiation strategies. 2) Fall 2010 assist in implementation of differentiation strategies.
	1) A clear understanding of what differentiation is. 2) Parents need to be able to track their children's progress and fully understanding what is expected of their children. 3) Have a system where parents know what is expected of their child (homework assigned, classwork) and a clear way to communicate with teachers and administrators.	PARENTS / FAMILIES	Fall 2010 - clear grading system that parents are aware of and can access.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	BUDGET SOURCE		FREQUENCY
	N/A		Support staff (out-of-classroom) mobilized to reduced class size and support in-class instruction.
			Support staff plans and delivers PD in September, 2010.

Indicators of Interim Progress and/or Accomplishment	INTERVAL OF REVIEW	INSTRUMENT OF MEASURE	PROJECTED GAINS / TARGETS
<i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Each trimester	Periodic Assessments (Acuity)	Identify what targets have been met based on Acuity and compare data with other schools.
	Bi-annually	Observations to assist teachers in identifying effective differentiation strategies.	50% of Math teachers will be differentiating instruction based on the specific differentiation strategies, by May 2010.

Subject/Area (where relevant): READING

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of all classroom teachers will be differentiating reading instruction in 80% of their daily lessons, across all content areas.</p>		
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ACTIONS/STRATEGIES</p> <ul style="list-style-type: none"> • Baseline- SRI/ Reading and Writing Diagnostic/ Skills Assessment • During B-M lines- Formative Assessments (Quiz and Tests) • Midline- Reading and Writing • During M-E lines Formative Assessments (Portfolio w work from Reading and Writing Workshops) Specific Binder • Endline- Reading and Writing/Skills • RAFT- Interdisciplinary 	<p>RESPONSIBLE PARTY</p> <p>STUDENTS (items to complete)</p>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Groups depending level of understanding • Reading and Writing Stations depending on levels • Tiered Activities depending on level but all receive same content just less or more difficult • Buddy/Partner System- Level 3/4 student with a Level 1/2 student • Instruction needs to be translated to NL • Book reports- Free Choice but, teacher levels library * (PD Time for ELA teachers to level library w support staff) • Creative Projects can include illustrations, construction elements, google presentations/ images/computer resources
	<ul style="list-style-type: none"> • Audio books • Opportunities for 	<p>TEACHERS</p>	<ul style="list-style-type: none"> • Reading Levels by end of Sept.-

	<p>Visual learners</p> <ul style="list-style-type: none"> • Groups/Grouping • Choice for assignments • Assessments: Baseline, Midline, Endline • Independent Reading • Reading Interest Survey • Journals • Advisory: Independent Reading • Grammar/Spelling • Movement 		<p>Assessments</p> <ul style="list-style-type: none"> • Interdisciplinary Units, starting in 10/10 • Grouping by learning styles (kinesthetic, etc.) • Homo/Heterogeneous grouping
	<ul style="list-style-type: none"> • Professional Development: during pod OR content meetings, CT meetings, after school (when possible) • Check lesson plans for evidence of reading instruction and leave feedback for teachers • Informal and formal observations (starting in September) • Create (Reading Instruction) improvement plans for teachers who demonstrate need 	<p>ADMINISTRATION / SUPPORT</p>	<ul style="list-style-type: none"> • Every other cycle • One pod per week • One teacher per week, starting mid-September • As needed, started mid-September • Once per month

	<ul style="list-style-type: none"> Schedule time at pod or content or team meetings to discuss reading strategies among teachers 		
	<ul style="list-style-type: none"> Reading at home Visiting school / classes Workshops at school library ESL workshops (partnership with the PA) 	PARENTS / FAMILIES	<ul style="list-style-type: none"> Every night Monthly visits Once per month, designed by Ms. Reiss (day and evening) Multiple times per semester
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	BUDGET SOURCE		FREQUENCY
	Per session money for teachers and administrators; training rate for teachers		Professional development, parent workshops; planning time after school for common assessments
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	INTERVAL OF REVIEW	INSTRUMENT OF MEASURE	PROJECTED GAINS / TARGETS
	Monthly	PD Calendar	1 reading PD per month
	Yearly	Student ELA Scores	80% of students will make 1+ year of growth
	Three times per year	Student formative assessment scores	By June, 80% of teachers are using student data to inform all planning.
	Once per month (per teacher)	Lesson Plans - DGPs	Each teacher receives feedback on 10 lesson plans, yearly
	Daily	Journals	Improved stamina and reflective thinking
	Weekly / Monthly	Conferences	Technical feedback that is linked to student's reading level and performance
	Monthly (all students; all	Direct Feedback to Students	Content-specific reading

	teachers)		scores / level improve

Subject/Area (where relevant): SCHOOL CLIMATE & TONE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Decrease reportable infractions by increasing communication and consistency between parents, teachers and support staff.</p>		
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ACTIONS/STRATEGIES</p>	<p>RESPONSIBLE PARTY</p>	<p>IMPLEMENTATION</p>
	<ul style="list-style-type: none"> Uniform Pass System (Every grade/team has same system) Hallways- Students will be in two lines (Girls/Boys) 	<p>STUDENTS</p>	<ul style="list-style-type: none"> Assembly to articulate specific rules in September Only during Independent time will students be able to go to bathroom NOT during mini-lesson. 3-5 students per period.
	<ul style="list-style-type: none"> Sign Out Book in class with time in and time out. Team Time Check (Every meeting teachers check pod bathroom sign out books) Teachers posted in doorways during transitions. 	<p>TEACHERS</p>	<p><u>Actions for Addressing:</u></p> <ul style="list-style-type: none"> Speak to Child Speak to Parent Revoke Pass Rights Teachers need a specific place for Bathroom Log and Pass. If Aid is not in hallway the teachers e-mails AP
	<ul style="list-style-type: none"> With a Uniform Pass (according corresponding to uniform colors to grade) -Specific Pass for children with 	<p>ADMINISTRATION / SUPPORT</p>	<ul style="list-style-type: none"> Specific time periods for students to go to bathroom If PASS goes missing in action, extras will be called into service. 1) Track down

	<p>Modifications</p> <ul style="list-style-type: none"> • Aide/Monitor/Adult for bathrooms only. ONLY STUDENTS W/ A PASS. • Rewarding Best Class For Best Transitions • After-school and lunch detention for students caught cutting class or in halls without hall pass. 		<p>student</p> <p>2) Inform Dean</p> <p>3) Talk about it during pod meetings "Red Light Consultation"</p> <p>-Teachers need to know during first month or two of school to maintain CONSISTENCY</p> <ul style="list-style-type: none"> • Lunch Detention, AS Detention, Saturdays Community Service
	<ul style="list-style-type: none"> • Movement of Lap-Tops and Carts 	ALL STAFF	<p>Laptop System</p> <p>Every teacher needs to distribute lap-tops 1st period.</p> <p>Each laptop has the student's name, class, and an individualized number.</p> <p>Laptop carts move during the independent practice section: 35minutes to 45 minutes left in the period.</p> <p>Ex: Class 607 begins class at 8:42. At 9:20- 9:30 I-squad moves the laptop carts to the next class.</p> <p>The laptops are plugged in the next class next to the door.</p>

	Laptops are placed adjacent to the door and are powered by extension chords.													
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	BUDGET SOURCE Per Session funds for after-school detention and Saturday community service. This will most likely result in the discontinuation of the day school SAVE room.	HUMAN RESOURCES <ul style="list-style-type: none"> • School aides need to be posted to ensure safe hallways. • Teachers and administrators for daily detention and monthly Saturday community service. 												
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<table border="1"> <thead> <tr> <th data-bbox="745 612 1142 678">INTERVAL OF REVIEW</th> <th data-bbox="1150 612 1564 678">INSTRUMENT OF MEASURE</th> <th data-bbox="1564 612 1976 678">PROJECTED GAINS / TARGETS</th> </tr> </thead> <tbody> <tr> <td data-bbox="745 678 1142 745">Monthly, at team meetings</td> <td data-bbox="1150 678 1564 745">Classroom Pass Logs</td> <td data-bbox="1564 678 1976 745">Decrease in students using hall passes, month bu month</td> </tr> <tr> <td data-bbox="745 745 1142 812">Monthly, at team meetings</td> <td data-bbox="1150 745 1564 812">Student Cutting Logs</td> <td data-bbox="1564 745 1976 812">Drastic reduction in students cutting vis 09-10 data</td> </tr> <tr> <td data-bbox="745 812 1142 1010">Monthly, at team meetings; Weekly, at administrative cabinet meetings.</td> <td data-bbox="1150 812 1564 1010">Parent / Family Contact Logs</td> <td data-bbox="1564 812 1976 1010">95% of all in-school incidents communicated to parents. 95% of all in-school incidents communicated between teachers, support staff, administrators.</td> </tr> </tbody> </table>	INTERVAL OF REVIEW	INSTRUMENT OF MEASURE	PROJECTED GAINS / TARGETS	Monthly, at team meetings	Classroom Pass Logs	Decrease in students using hall passes, month bu month	Monthly, at team meetings	Student Cutting Logs	Drastic reduction in students cutting vis 09-10 data	Monthly, at team meetings; Weekly, at administrative cabinet meetings.	Parent / Family Contact Logs	95% of all in-school incidents communicated to parents. 95% of all in-school incidents communicated between teachers, support staff, administrators.	
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	100	60	25	25	70	15	20	10
7	130	115	25	25	80	20	20	10
8	125	75	25	25	110	30	30	10
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>HighPoint—small group/reading/writing—during the day READ 180—small group—during the day Wilson—small group—during the day Open House—small group—during the day Great Leaps—one-on-one—during the day Quickreads—small group—before school Kaplan—small group—after-school Books on CDs—small group/one-on-one—during school Readers Theater—small group—during the day and Saturday Read-aloud—before,during,and after-school Book Clubs—during the day Stamina building—independent writing with conferring—one-on-one—during the day, after-school Small group work focusing on specific writing skills and strategies—during the day, afterschool, Saturday Small group work focusing on specific reading skills and strategies—during the day, after-school and Saturday</p>
Mathematics:	<p>Understanding Math/Neufeld--small group—during the day, after-school Geometer’s Sketchpad—small group—during the day PLATO—small group—during the day Math Foldables—small group—during the day Reading and Writing in the Math Classroom (Glencoe)—small group—during the day Kaplan—small group—after-school Holt on-line—small group—during the day Acuity on-line—individualized—during the day—after-school Math 24 on-line—individualized—small group—during the day MathScore.com on-line—individualized—during the day—after-school Practice Test Questions/Rubrics from NYS—small group—during the day Math Skills Maintenance Workbook—small group—during the day</p>

	Breakaway Math—small group—Saturday
Science:	Small group work focusing on specific science writing strategies and skills—small group—during the day and after-school Small group work focusing on specific science content reading strategies and skills—small group—during the day, after-school
Social Studies:	Small group work focusing on specific social studies writing strategies and skills—small group—during the day and after-school Small group work focusing on specific social studies content reading strategies and skills—small group—during the day, after-school
At-risk Services Provided by the Guidance Counselor:	Social skills; Mediation program; Outside agency referrals: ACS; Mental Health Services. One-to one sessions and group sessions; Parent sessions and conferences; Internship program; Anger Management sessions; Small group sessions on organizational skills, Coping mechanisms, Grief and bereavement counseling
At-risk Services Provided by the School Psychologist:	One-on-one sessions.
At-risk Services Provided by the Social Worker:	Classroom observations/FBAs; work with families/students in crisis; referrals to clinics for therapy; collaborate with outside providers (ACS, therapists); counseling/mentoring at-risk youth; Internship Program; Leadership group; SUS provided one-on-one during school; Parent conferences/meetings; risk assessments; Agency referrals for after-school programs
At-risk Health-related Services:	ACS to assist struggling families; workshops for parents regarding hygiene, mental and physical health; on-line safety courses; referrals to clinics for therapy; collaborate with outside referral health providers; referrals to home-based crisis intervention programs; referral to psychiatric hospitals for admissions or emergency room for psychiatric evaluations, in-class presentations on drug abuse, one-on-one counseling for at-risk students.

Appendix 2: Program Delivery For English Language Learners (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/ District 9	School: CIS 339
Principal- Mr. Jason Levy	Assistant principal- Ms. Georgina Cruz
Bilingual Coordinator- Mr. Jose Betancourt	Coach- Ms. Jill Rice- Math
ESL Teacher- Ms. Sabrina Cruz	Guidance Counselor- Ms. Fabiola Rodriguez
Teacher/ Subject Area- Mr. Jose Montesino	Parent- Belkis Garcia
Teacher/ Subject Area- Ms. Natalie Batchelor and Ms. McHale	Parent Coordinator- Mr. Ramon Echevarria
Related Services Provider- Ms. Fabiola Rodriguez	SAF
Network Leader	Other -Ms. Bernal Special Ed. Teacher

Part II: ELL Identification Process

C.I.S. 339 is dedicated to providing parents with students in our TBE program an environment that welcomes and promotes parental and community involvement. There is a strong need to create professional, respectful communication with parents. The school has established this through various means. The Bilingual Information and Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education. An annual open house is in September held to introduce parents to their children’s teachers and inform parents of all school expectations, programs, activities, and the curriculum. The Bilingual Coordinator, Mr. Betancourt, is involved in all facets of the admission and placement process. He is fluent in Spanish and knowledgeable of all the NYCDOE opportunities for English language learners. The Parent Coordinator, who is fluent in Spanish, is actively involved with the day-to-day activities involving the parents of English language learners. The Pupil Personnel Secretary supports the English language learner’s parents by explaining to them their options in Spanish. For our African families, two teachers, Ms. Roa and Mr. Shaw, are fluent in French and several African languages.

When families begin the enrollment process at CIS 339, a team consisting of the grade Assistant Principal, Bilingual Coordinator, Parent Coordinator, and Pupil Personnel Secretary confer with the family to discuss the academic needs and placement of the student. From that informal

oral interview both in English and in the native language, student's who speak a language other than English at home are identified and the Home Language Identification Survey is completed. Next, the Bilingual Coordinator schedules the student for the Language Assessment Battery-Revised (LAB-R) test to be administered within 10 days of student enrollment. Parents are informed that based on the LAB-R results, their student may be taking the NYSESLAT assessment in the Spring.

The Bilingual Coordinator conducts an orientation session for parents to discuss the results of the LAB-R and to inform the parents of all English language support services available for the student. Parents are apprised of the three program choices available in the NYCDOE: Transitional Bilingual Education, Dual Language, and Freestanding ESL. At this time, our school offers both a Transitional Bilingual Education program in Spanish and a Freestanding ESL program. From the thorough explanation of the programs and services, parents make an informed choice of placement in the program which best suits their student's needs. Additionally, parents are informed of their right to withdraw their student from a bilingual program but not from mandated ESL services. To integrate parents into the school community, they are invited to join our Parent-Teacher Association, which holds evening and Saturday meetings in the school library, with Spanish translation. The Pupil Personnel Secretary mails entitlement letters to each eligible student's home. Parent Survey and Program Selection forms that are not completed during the initial interview are returned to the school either by the student or through the mail.

In reviewing our data from the Parent Survey and Program Selection forms for the past two years, and in speaking with our pupil secretary and parent coordinator, we had found that 100% of the parents of Hispanic students select the Transitional Bilingual Program for their children. In addition, 100% of parents of students that speak languages other than Spanish request our Freestanding ESL Program. We have had no requests for a Dual Language Program. The data shows there is alignment between parent choice and the two program offerings available at our school.

Part III: ELL Demographics

Part III: ELL Demographics

A. ELL Programs

As evidenced in the charts below, in the TBE program, there are 15 students in the 6th grade, 34 students in the 7th grade, and 35 students in the 8th grade for a total of 84 students. Self-contained students total 24 in grades 6-7-8. In our Freestanding ESL Program, there are 76 students in 6th grade, 86 students in 7th grade, and 85 students in 8th grade.

ELL Program Breakdown

Program	K	1	2	3	4	5	6	7	8	TOTAL
Transitional Bilingual Education							1	1	1	3
Dual Language Freestanding ESL										0
Self-Contained								1	1	2
Push-In/ Pull-Out							2	2	2	6
Total							3	4	4	11

B. ELL Years of Services and Programs

Number of ELLs by Subgroups

All ELLs	253	Newcomers(ELLs receiving services 0-3 years)	89	Special Education	55
SIFE	1	ELLs receiving services 4-6 years	36	Long Term (completed 6 years)	112

ELLs by Subgroups:

Transitional Bilingual Education				
Number of ELLs by Grade in Each Language Group				
	6	7	8	TOTAL

Spanish	15	34	35	84
Other	0	0	0	0

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	6th	7th	8th	TOTAL
Afrikaans	6	3	4	13
Arabic	2		1	3
French	1	5	3	9
GA	3			3
Niger-Congo	1	5	4	10
Slovak	1			1
Spanish	60	65	73	208
Soninke	2			2
Bengali		2		2
Fulani		1		1
Swahili		1		1
TWI		3		1
Vietnamese		1		

D. Programming and Scheduling Information

In our Transitional Bilingual Education program, instruction is delivered by qualified teachers in Spanish and English with support in ESL. This standards-based instruction takes place within a 68-minute instructional block for each of the content areas (ESL, mathematics, science, social studies). Our school places a strong emphasis on reading across the curriculum and the TBE is no exception. The teachers in the TBE program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, and writing are met through a combination of instruction being delivered in both Spanish and English with an initial ratio of 60 percent Spanish to 40 percent English. As the students acquire more English, the ratio shifts to reflect their language acquisition. Native language teachers with extensive content-area knowledge have been paired with ESL teachers with strong English academic language proficiency ensuring that high-quality instruction is brought provided at all times.

Our Transitional Bilingual Program has been structured to best support student needs in accordance with NYSESLAT data and school demographic analysis. Demographic analysis reveals three distinct groups of students with unique needs. Currently, we have one (1) sixth grade, one (1) seventh grade, and two (1) eighth grade general education transitional bilingual classes as well as two (2) special education transitional bilingual classes..

New Arrivals – Nearly one quarter of our TBE population are new arrivals registered in the U.S. for the first time after July 6th, 2010. Many of these students have little or no English language skills and exhibit below grade-level performance in their native languages. These students are provided with 6 periods of intensive ESL (360 minutes) and 5 periods of Native Language Arts (180 minutes) per week to facilitate English acquisition and strengthen students' native language skills. Content area instruction is delivered in both Spanish and English to adhere to the 60:40 language allocation starting point.

Beginner/Low Intermediate – Students who have scored at a beginning or low intermediate level on the NYSESLAT assessment comprise the largest group among our TBE program. These students have been registered in the country for more than 1 year and are required, under NCLB, to participate in the NYS ELA assessment program. These students are provided with 6 periods of intensive ESL (360 minutes) and 5 periods of Native Language Arts (180 minutes) per week to facilitate English acquisition and strengthen students' native language skills. Content area instruction is delivered in both Spanish and English to adhere to the 60:40 language allocation starting point.

Advanced – Students scoring at the advanced level of the NYSESLAT assessment receive 2.5 periods of ELA (180 minutes) and 2.5 periods of ESL (180 minutes) per week as well as 5 periods of Native Language Arts (180 minutes) per week. All other content areas are taught in English.

ESL Push-in Program

More than half of our ELL population has successfully transitioned into monolingual classrooms. On each grade level, we have designated one (1) ELL class that receives intensive instruction by ESL certified staff. Each ELL class receives 6 periods (360 minutes) of intensive ESL support during the Literacy Block. All teachers responsible for ELL instruction are participating in structured professional development designed to support ELL learning in literacy and the content areas.

Differentiation in the Classroom

Staff differentiates content based on a combination of the student's readiness level, his/her interest, and his/her learning profile. The strategies used in the classroom are delivered through concept-based teaching, i.e., instruction is focused on key concepts, essential and meaningful understandings which in turn create transferable, relevant learning. In addition, students are identified and grouped based on the task, ongoing assessment data, as well as annual standardized-test data and interim assessment data. Teachers use multiple texts in the classroom at multiple levels to support, enhance and scaffold the learning for each student. We are a one-to-one laptop school; each student and teacher has their own laptop with Internet access. As the students' task vary so do their use of resources. Audio books are frequently used in conjunction with print text to assist students with comprehension and fluency. Computer images, print pictures, short film clips, podcasts, smart boards, teacher-created google sites and websites are some of the technology-based differentiation tools used on a daily basis by our staff. Minilessons are used to differentiate content. The content is made more accessible by using a variety of support systems in the classroom. In addition to the audio books, students often have reading partners and small groups for mentoring and support. A variety of graphic organizers, learning centers, manipulatives, and independent study are used routinely for student growth. Tiered assignments have proven quite effective in making the learning accessible and positive for all students.

Plan for ELL Newcomers

Our ELL Newcomers take the LAB-R within ten days of their arrival at our school. These students are placed in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used both in the classroom and through a pull-out program to hasten English language acquisition these students. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success. Voluntary after school programs and a Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math.

Plan for ELLs receiving service 4-6 years

Our 4 to 6 year ELL students continue their placement in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success. Voluntary after school programs and a Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. Students who are deemed to not be making adequate progress may be referred to the Committee on Special Education.

Plan for Long Term ELLs

Our long term ELL students continue their placement in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success. Voluntary after school programs and a Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. Students who are deemed to not be making adequate progress may be referred to the Committee on Special Education.

Plan for ELLs identified as having Special Needs

Our ELL students identified as having special needs are placed in the least restrictive setting in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions specified in their IEP are used. Voluntary after school programs and a Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise IEPs for student success.

Plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT

ELL students continue their placement in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success. Voluntary after school programs and a Saturday Academy for ELLs provide

additional opportunities to develop literacy, academic and social skills with a focus on reading and math. Students who are deemed to not be making adequate progress may be referred to the Committee on Special Education

ELL Equal Access to All School Programs

The school is organized into teams on each grade level, with smaller "pods" within each team. There is an ELL pod on each grade level providing for the unique needs of the students. This organizational plan ensures that the ELLs are an integral part of the school culture. The Bilingual Coordinator, Parent Coordinator, and the Language Allocation Policy Team work closely with the administrators, staff, and parents so all students are afforded equal access.

Description of Delivery of Native Language Support for TBE and ESL Students

In our Transitional Bilingual Education program, instruction is delivered by qualified teachers in Spanish and English with support in ESL. This standards-based instruction takes place within a 60-minute instructional block for each of the content areas (literacy, mathematics, science, social studies). Our school places a strong emphasis on reading across the curriculum and the TBE is no exception. Teachers in the TBE program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, and writing are met through a combination of instruction being delivered in both Spanish and English with an initial ratio of 60 percent Spanish to 40 percent English. As the students acquire more English, the ratio shifts to reflect their language acquisition. Native language teachers with extensive content-area knowledge have been paired with ESL teachers with strong English academic language proficiency ensuring that high-quality instruction is being provided at all times.

Native Language support for ESL Students includes instruction delivered by qualified teachers in Spanish and English with support in ESL. This standards-based instruction takes place within a 60-minute instructional block for each of the content areas (literacy, mathematics, science, social studies). Our school places a strong emphasis on reading across the curriculum and the ESL is no exception. The teachers in the ESL program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, and writing are met through a combination of instruction being delivered in both Spanish and English with an initial ratio of 20 percent Spanish to 80 percent English. As the students acquire more English, the ratio shifts to reflect their language acquisition. Native language teachers with extensive content-area knowledge have been paired with ESL teachers with strong English academic language proficiency ensuring that high-quality instruction is being provided at all times.

Explanation of how required service support and resources correspond to ELLs ages and grade levels

The ages and grade levels of the ELLs correspond to the required services and resources available to the students. Students participate in Advisory for at least 60 minutes weekly. These sessions provide a safe, fun and warm environment for ELL students at the start of each day to enrich relationships between adults and students, to meet the individual social & emotional needs of our students, to support student development in a middle school culture, to prepare students to succeed in life, and to inform, educate and learn from students about the issues that matter most. Also, most ELL students attend an SES after school program, Scan, in which the bilingual teachers who work with the ELLs during the school day, work with the students on academics in the afternoon for 2 hours, 3 days weekly for a total of 6 hours a week. A 12-week Saturday Academy provides both math and literacy in small groups specifically for ELL students.

Description of activities to assist newly enrolled students before the beginning of the school year

Shortly before school reconvenes in September, all parents, families, and community members, including the ELLs, are invited to a general information session on the school. One of the goals of this event is to provide assistance for families to transition effortlessly into the school community. Bilingual administrators, the Parent Coordinator, bilingual staff counselors are all available to confer one-on-one with parents to discuss and help with all facets of the school's requirements from uniforms to lists of school supplies to purchase. Community groups providing services to ELL parents and students are also available to offer their services at this information session.

G. Parent/Community Involvement:

C.I.S. 339 is committed to providing parents with students in our TBE and ESL programs an environment that welcomes and promotes parental and community involvement. There is a strong need to create professional, respectful communication with parents. The school has established this through various means:

1. The Bilingual Information and Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education.
2. The Bilingual Department has been structured through the grades to better facilitate communication and parental involvement. Annual open house will be held to introduce parents to their children's teachers and informs parents of all school expectations, programs, activities and curriculum.

Our parent coordinator provides monthly workshops that range from community service, high school application process, after-school offerings, SES and the school's varied educational offerings. CIS 339 is supporting all students, including students with disabilities, through this initiative.

The following dissemination activities are planned to share our successes with colleagues, families, and the community. They were selected to show how the use of technology enriches the variety and quality of educational options made available to all students.

- Parent Newsletter's issued monthly will keep families abreast of the activities of the program.
 - School Newspaper and student Assemblies—There will be an ongoing series of articles in the school newspaper on the Dot-to-Dot project. Assemblies will be held on grade level to demonstrate the progress and emphasize the school-wide initiative.
 - Teacher Web Sites for ELLs will prominently showcase the Dot-to-Dot projects— both as it is ongoing and when it is completed.
 - Staff Presentations at Parent Association Meetings will bring the Dot-to-Dot projects alive to the families and the community and allow for demonstrations and questions.
 - Community Technology Nights, held twice yearly, will provide information and updates on the Dot-to-Dot projects.

- Site visits will be planned for spring 2010. Colleagues, including teachers, administrators, and central office staff from other schools in the region and the City will be invited to see the positive impact the program is having on student success.

The CIS 339 booth at the Middle School Fair, where families choose the school their child will attend after elementary school, will prominently showcase the initiative for the community.

Assessment Analysis

Our ELLs are disseminated among the three levels of the NYSESLAT across the grades. After we analyzed the data in the four modalities we found that students performed well on the listening, speaking and reading. The writing component reflects that our students are having some difficulty.

The bilingual/ESL program at CIS 339 serves mostly Spanish speaking students. There are also new immigrants from other countries who participate in the sheltered English and ESL classes. Depending on the level of proficiency, students are placed in bilingual, sheltered, ESL, or mainstream classes. Bilingual classes are taught using Spanish with Spanish textbooks. Students follow the grade level curriculum and scope and sequence of the mainstream classes. Bilingual offerings include math, reading and writing, science, and social studies. Offerings include math, reading and writing, science, and social studies. These classes adhere to mainstream curricula scope and sequence. In Language and Literacy classes students learn to read and interpret various forms of literature, and to write using different units of study at their current level of English ability. All students take language arts, ESL, and Native Language Arts. This curriculum focuses on development of literacy skills. The native language arts provide an opportunity for students to improve their literacy in their first language. This allows students to develop a strong foundation in their first language in order to acquire a higher level of proficiency in their second language. Students in Levels I, II, and III also take an ESL class which focuses on oral communication and vocabulary development in English. Content area classes for ESL students are taught by teachers knowledgeable in content areas and in ESL/Bilingual methodology. The program takes a conceptual approach to lesson planning focusing on rigor, student engagement, and differentiation including scaffolding and tiering. The Social Studies classes focus on the five New York State Standards Geography, World History, American History, Civics and Government, and Economics. There is an emphasis in lesson planning to link the student's prior knowledge of their communities, cultures, and countries into their Social Studies learning. Opportunities for hands-on project-based learning are included in the units of study. Students are expected to participate in field trips and oral presentations as part of the social studies program. In math, three levels are taught in English and three in Spanish in order to provide for diverse math abilities and language abilities. The use of centers, manipulative, the inter-active Smart board, and on-line math teaching/learning tools provide the learners with a variety of methods to reach success. Considerable time is spent learning the language of math as well as the operations. The math curriculum focuses on estimating, using patterns, word problems, comparing and ordering, making graphs, statistics, measuring, integers, ratios, proportions, percents and geometry, all taken from the New York State essential skills for mathematics. The science curriculum is taught with a constructivist approach and allows for hands-on activity. A science lab for ELLs will focus on their language needs (posters in English and Spanish, visual representations, science models, and audio/video supports for the scientific method and inquiry learning.

CIS 339 is a barrier-free school provides a comprehensive program that serves special education students who need individual educational services. Depending on their needs, some students are fully included in general education with modifications and minimal support from special education staff. Other students are taught in the general education classroom both by special education and classroom teachers (Collaborative Team Teaching). Some students receive pull-out services; and finally, a few of our students spend half or more of their day in a self-contained special education classroom. Our Special Education Department staff includes an IEP Teacher, teachers, physical education teachers, physical therapists, occupational therapists, speech therapists, paraprofessionals, psychologists, social workers, and counselors. We also ensure that our ELLs receive push in AIS support to meet any specific needs. After school programs and Saturday Academy will also provide our ELLs with opportunities to continue their language development. Professional Development will be provide to ensure that teachers in our programs and current with the latest ELL techniques and strategies. In conclusion, we will provide continue assessment throughout the four modalities.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6th, 7th, and 8th

Number of Students to be Served: 250 LEP 30 Non-LEP

Number of Teachers 17 Other Staff (Specify) One Bilingual Coordinator and Eight Paraprofessionals

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

09X339

Program Description

Instruction:

The Saturday Academy program is a 10-session program targeting our population of English language learners that score level 1 and 2 and low level 3 on the ELA and Math state test. The Saturday Academy program is comprised of two components: Grades 6,7, and 8 Transitional Bilingual Saturday Academy and Grades 6,7,and 8 ESL Saturday Academy. The main goal of the Saturday program is to improve students' reading comprehension of informational text. Additional goals include vocabulary development, reading fluency, and reading stamina. This instruction is meant to aid students in achieving the expectations of the NYS Standards in English Language Arts, ESL and NLA. The professional development emphasizes the use of scaffolded and differentiated instructional techniques by teachers, and instruction is geared toward increasing student responsibility for reading and fostering learning independence. Teachers will use all key reading strategies to varying degrees during the course of the program: word map, read aloud/think aloud, graphic organizers, paired reading, question answer relationships, and written response to reading. Reader's Theater will be used for both comprehension and fluency.

Students will be instructed how to best take notes, draft, and finalize an essay based on a listening piece in preparation for completing the NYS ELA Listening Section. There will be a pre and post test to measure growth.

Students will supplement their daily math lessons with modeled, guided and independent practice in preparation for the NYS Math Test in March by using the Kaplan Advantage Program. An emphasis will be on reading math problems and writing responses to multi-step math word problems.

The service providers will include 9 teachers: 5 certified bilingual, two math and two ELA. One bilingual coordinator will oversee the delivery of instruction and provide native language support in the content area classes. Since there is an existing program running simultaneously with the Saturday Academy program, there is not a need to have a supervisor in charge. The program will run on Saturdays for 10 weeks, from 8:30 AM to 12:30 PM adopting a four 60-minute-period schedule as follows:

- Period 1- NLA
- Period 2- ELA
- Period 3- Math
- Period 4- Extra-Curriculum activities (sports, clubs...)

In order to sustain and promote student attendance, 9X339 will incorporate a one period of extra-curricular activities which includes the following:

- Basketball
- Baseball
- Volleyball
- Dance
- Arts and Crafts
- Games

It is anticipated that approximately 210 ELLs from the three different school academies will participate in the Saturday Academy Program:

- Team Unity (601/602/603) – 50
- Team Justice (701/702/703) – 80
- Team Perseverance (801/802/803) – 80

All participating staff members will be paid per-session hours at the current rate of \$49.89. The total cost for this activity is:
11 teachers x 10 sessions x 4 hours x \$49.89 = \$21,952

Some of the materials that will be used to support instruction in all Title III programs are:

- Empire State ELA
- Empire State NYSESLAT
- Audio CD
- Rosetta Stone
- Consumables (papers, pens, notebooks...)
- Costumes for the dance class as part of the extra-curricular activities

Professional Development and Support for School Staff

The School-based professional development team is comprised of the Bilingual Coordinator and Curriculum team and is charged with planning and structuring meaningful professional development that meets the needs of our faculty in the bilingual department as well as all pedagogues

responsible for delivering instruction to ELLs. The Bilingual Coordinator, common branch teachers, and subject area teachers are involved in mandatory team planning, twice weekly for a total of 90 minutes, for professional development. During these professional development sessions, the assistant principals, teachers, and content area facilitators discuss best practices for ELL instruction. The 7.5 hours of required ELL training is included in the twice-weekly meetings. Minutes of each meeting is kept in a google document. These twice-weekly professional development sessions total approximately 50 hours per school year. Professional development topics addressed include:

- * Differentiating and scaffolding instruction
- * Aligning performance standards for ESL, ELA, and NLA students
- * Integrating ESL into the content areas
- * Writing strategies for ELLs
- * Use of graphic organizers
- * Technology for ELLs
- * Using data to guide instruction
- * BESIS Data Collection
- * What Makes Math Challenging for ELLs?
- * QTEL Institutes for ELL Educators
- * Reading and writing on Demand for Middle Schools

Institute on School Leadership for English Language Learners (ELLs) in Mathematics

Staff is provided with NYSESLAT and ARIS reports and data to assist ELLs as they transition from one school level to another. ELL staff are also involved in meetings lasting approximately 90 minutes in June to discuss the ELL students and their class assignments. These activities are at no cost to Title III.

IS 339 plans to conduct a study group for ELL teachers funded by Title III. This study group will be twice a month for one hour each session on Fridays from 7:40-8:40 a.m. This study group will be composed by the five Title III bilingual teachers, one literacy teacher and an Assistant Principal who will conduct the activity. This will be from February to June 2010. The cost charged to Title III will be as follows:

6 teachers x 10 sessions x 1 hour x \$49.89 = \$2,993

1 AP x 10 sessions x 1 hour x \$52.21 = \$522

Parent/community involvement:

C.I.S. 339 is committed to providing parents with students in our TBE program and environment that welcomes and promotes parental and community involvement. There is a strong need to create professional, respectful communication with parents. The school has established this through various means:

- The Bilingual Information and Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education.

- The Bilingual Department has been structured through the grades to better facilitate communication and parental involvement. Annual open house will be held to introduce parents to their children's teachers and informs parents of all school expectations, programs, activities and curriculum.
- Our parent coordinator provides monthly workshops that range from community service, high school application process, after-school offerings, SES and the school's varied educational offerings.

CIS 339 is supporting all students, including students with disabilities, through this initiative. The following dissemination activities are planned to share our successes with colleagues, families, and the community. They were selected to show how the use of technology enriches the variety and quality of educational options made available to all students.

- ❖ **Parent Newsletter's** issued monthly will keep families abreast of the activities of the program.
- ❖ **School Newspaper and student Assemblies**—there will be an ongoing series of articles in the school newspaper on the project. Assemblies will be held on grade level to demonstrate the progress and emphasize the school-wide initiative.
- ❖ **CIS 339 Web Site for ELLs** will prominently showcase the project— both as it is ongoing and when it is completed. The Manual developed will also be available on-line.
- ❖ **Staff Presentations at Parent Association Meetings** will bring the project alive to the families and the community and allow for demonstrations and questions.
- ❖ **Community Technology Nights**, held twice yearly, will provide information and updates on the project.
- ❖ **Site visits** will be planned for Spring 2009. Colleagues, including teachers, administrators, and central office staff from other schools in the region and the City will be invited to see the positive impact the program is having on student success.

The CIS 339 booth at the Middle School Fair, where families choose the school their child will attend after elementary school, will prominently showcase the initiative for the community.

At-risk Services Provided by the Guidance Counselors: Social skills; Mediation Program; Outside agency referrals: ACS; Mental Health Services. One-to one sessions and group sessions; parent sessions and conferences; internship program; Anger Management sessions; small group sessions on organizational skills, coping mechanisms, grief and bereavement counseling

At-risk Services Provided by the School Psychologist: One-on-one sessions

At-risk Services Provided by the Social Worker: Classroom observations/FBAs; work with families/students in crisis; referrals to clinics for therapy; collaborate with outside providers (ACS, therapists); counseling/mentoring at-risk youth; Internship Program; Leadership group; SUS provided one-on-one during school; Parent conferences/meetings; risk assessments; Agency referrals for after-school programs

At-risk Health-related Services: Work with ACS to assist struggling families; workshops for parents regarding hygiene, mental and physical health; on-line safety courses; referrals to clinics for therapy; collaborate with outside referral health providers; referrals to home-based crisis intervention programs; referral to psychiatric hospitals for admissions or emergency room for psychiatric evaluations.

These above-mentioned activities are at no cost to Title III. As a result of parent request, 09X339 will fund a Family ESL program. This program activity will run parallel to the Saturday Academy. One certified ESL teacher will provide this service from 8:30 AM to 12:30 PM for 10 Saturdays. A

small percentage of the Title III funds will be allocated for refreshments to support the after-school parent activities. The cost to Title III for this activity will be:

Direct Instruction: 1 teacher x 10 sessions x 4 hours x \$49.89 = \$1,996

Refreshment: \$491

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$27,463	<p>Saturday Academy 11 teachers x 10 sessions x 4 hours x \$49.89 = \$21,952</p> <p>Study Group 6 teachers x 10 sessions x 1 hour x \$49.89 = \$2,993 1 AP x 10 sessions x 1 hour x \$52.21 = \$522</p> <p>ESL Family Program 1 teacher x 10 sessions x 4 hours x \$49.89 = \$1,996</p> <p>Refreshment: \$491</p>
Purchased services such as curriculum and staff development contracts	N/A	
Supplies and materials	\$8,766	<ul style="list-style-type: none"> • Empire State ELA • Empire State NYSESLAT • Audio CD • Rosetta Stone • Consumables (papers, pens, notebooks...) • Costumes for the dance class as part of the extra-curricular activities
Parent Involvement	\$491	Refreshments to support the parent activities
Educational software	\$2,500	

		Rosetta Stone software to be used in the Saturday Academy ESL program to target students' listening and reading skills.
Total	\$39,220	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data gathered through ATS as well as Parent Surveys given to incoming registrants indicates that C.I.S. 339 community comprises three distinct language groups: English, Spanish, and French. Though several African languages are indicated as student's home language, their parents are able to communicate orally and through writing in either English or French. Translation services therefore are needed for Spanish and French speakers. We have on staff at C.I.S. 339 bi-lingual staff representative of the full spectrum of our student and parent populations available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises. Furthermore, all official Department of Education written communications are offered in many different languages.

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

As indicated above, C.I.S. 339 has both written and oral translation needs in the following languages: Spanish and French.

Part B: Strategies and Activities

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

Written translation services needed for Spanish and French will be provided in-house by qualified personnel. Most school events and functions have been planned and calendared in advance for the 2009-2010 school year and written notification of planned events in alternative languages will be completed in advanced according to the calendar. As mentioned, we have on staff at C.I.S. 339 bi-lingual staff representative of the full spectrum of our student and parent populations available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

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

As mentioned, we have on staff at C.I.S. 339 bi-lingual staff representative of the full spectrum of our student and parent populations available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

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

According to Chancellor's Regulations A-663 Section VII, schools are responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services, post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained and indicate in each 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. Our 2009-2010 School Safety Plan fulfills the requirement and our parent coordinator will be responsible for insuring that all parents covered by said regulations will be provided with written notification of their rights regarding translation and interpretation services as well as insuring that all required notifications are posted as required.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$861,212	\$161,748	\$1,022,960
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,612	\$1,617	\$10,230
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,061	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$86,121	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **89%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - **HOUSSE Survey**
 - **Professional Development**
 - **Transcript Reviews**
 - **Recommendation for content area CSTs**

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

MIDDLE SCHOOL RESPONSE

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

I.S. 339’s Parent-Teacher Association (PTA) will be holding an election in January 2010 to elect a Parental Involvement Policy (PIP) committee. This committee will examine the document below and revise as an agreed upon consensus by the school community. In addition to our PIP committee we will also be holding an election in January 2010 for the creation of a Title I parent committee who will create action plans for the Title I programs.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I.S. 339 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement 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, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- 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 ensuring—
 - 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 are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

The PIP and Title I committees will be elected in January 2010 and will work with the school to implement the following:

1. **I.S. 339** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Solicit opinions/interest of parents at PTA meetings
 - Online and paper surveys to help in planning, review and improvement of the school’s programs
 - Provide copies of policy/compact to all parents

2. **I.S. 339** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be involved in reviewing and modifying the parent policy through monthly PTA & SLT meetings

3. **I.S. 339** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance:
 - Parents will be informed of all parent workshops and activities by:
 - School website
 - E-Mail
 - School calendar
 - Parents’ Association monthly meeting
 - Reminder letters and phone calls

4. I.S. 339 will coordinate and integrate Title 1 parental involvements strategies with parental involvement strategies under the following other programs:

- Parent Workshops (behavior management, computer skills, homework tips, nutrition, Middle School Initiative)
- Title 1 Grow Report Assessment Meetings
- Dot 2 Dot (a Global Learning Reception)

5. I.S. 339 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 and activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are off any racial or ethnic background) The School will use the findings of the evaluation about its parents 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.

- Solicit opinions of parents at PTA and SLT meetings
- Parent Workshop/Activity Surveys

6. I.S. 339 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective parent involvement of parents 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 the understanding topics such as the following, by undertaking the actions describe 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:
 - Signing School Compact
 - Parent Orientation Meetings
 - Open House
 - November/March Parent/Teacher Conferences
 - Parent Educational Workshops
 - Website links

b. The school will provide materials and training to help parent work with their children to improve their children's academic achievement, such as literacy trading, and using technology, as appropriate, to foster parent involvement, by:

- Parent Resource Center
- Parent Workshops for Literacy and Math
- Curriculum Parent Workshops
- Family Literacy Workshops
- Technology Training for Parents
- Parent and Student International Expo

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out to, communicate with, work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Team Conferences
- Curriculum Conferences
- Professional Development Trainings

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with S.C.A.N., School of One, Failure Free Reading and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through:

- Parent Resource Center
- Parent Workshops

e. The school will take the following actions to ensure that information related to the school and parent program, meeting and other activities, is sent to the parents of participating children in understandable and uniform format, including alternate formats upon request, and, to extent practicable, in a language the parents can understand:

- Translate important documents
- Notices to be sent via E-mail to all school generated parent e-mail accounts and personal accounts when possible
- Automated phone calls to hard to reach parents

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of

the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- involving parents in the consulting work being done with McKinsey & Company to make suggestions to improve parent involvement;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times to maximize the opportunity for parents to participate in conferences at the school;
 - IST meetings
 - IEP meetings
- adopting and implementing model approaches to improving parental involvement; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

The Parent-Teacher Association (PTA) will be holding an election to create a Parental Involvement Policy (PIP) Committee. This document will be revised and begin to take effect January 2010.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PIP Committee. This policy was adopted by I.S. 339 on 01/2010 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School-Parent Compact – Attach a copy of the School-Parent Compact. *Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Required School-Parent Compact Provisions

School Responsibilities

I.S. 339 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- Provide teachers with professional development
- Provide parents with trainings with workshops on content
- Create classroom environments conducive to the workshop model
- Provide word walls for student reference
- Provide teachers with opportunities to collaboratively plan

2. Hold parent-teacher conferences twice an academic year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

- Parent Teacher conferences held in November and March

1. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

- Phone conferences as needed
- Parent conferences with classroom teachers
- Parent conferences with guidance counselors, deans, assistant principals, and principal

- Parent e-mail communications
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Phone conferences as needed
 - Parent conferences with classroom teacher
 - Parent conferences with teachers, guidance, principal and grade
 - Parent e-mail communications
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Open House
 - Orientations
 - Dot 2 Dot
 - Join and volunteer Parent-Teacher Association
 - Team community building activities
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

This section will be reviewed and revised by the soon to be elected Parental Involvement Policy (PIP) Committee

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe the classroom and school rules set by my teacher, my principal and the Department of Education; Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;

- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT	
DATE	DATE	DATE	

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, that meets the intent and purposes of the IDEA.

Directions: Detail in this section the schoolwide program in which Federal, State and/or local Title I, Part A, Title II, Part A, Title III, Part A, Title IV, IDEA, and/or other State or local programs are consolidated. If the schoolwide program is already addressed elsewhere in the schoolwide plan, and the program budget is more than \$100,000, add purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are			Amount Contributed to Schoolwide Pool (Reported in Galaxy FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		“Conceptually” ¹ Consolidated in the Schoolwide Program	Yes	No		N/A	Check (✓)
2. Ensure that planning for students served under this program (or program) is integrated into existing school planning.							
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:							
a. Give primary consideration to providing extended learning time, such as extended school year, before/after school, and summer programs and opportunities;	Federal				\$723,418		Add Page #
b. Help provide an accelerated, high-quality curriculum, including applied learning; and	Federal	✓			\$160,131	✓	Add Page #
c. Minimize removing children from the regular classroom during regular school hours;	Federal	✓			N/A	N/A	N/A
Title III, Part A	Federal	✓			\$15,000	✓	Add Page #
Title IV	Federal			✓	N/A	N/A	N/A
4. Coordinate with and support the regular educational program;	Federal				\$532,355	✓	Add Page #
IDEA	Federal						
Tax Levy	Local	✓			\$4,226,957	✓	Add Page #

5. Provide instruction by highly qualified teachers;

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: NCLB Restructured – Year 3 **SURR³ Phase/Group (If applicable):** Not applicable

Part A: For All School Improvement Schools

3. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

According to the NYS School Report Card, the following academic issues need to be addressed:

- ELA
 - o Black or African American students need improvement.
 - o Hispanic or Latino students need improvement.
 - o Students with disabilities need improvement.
 - o Economically disadvantaged students need improvement.
- Math
 - o AYP Targets achieved.
- Science
 - o AYP Targets achieved.

School Under Registration Review (SURR)

4. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

- Please refer to appendix 1.

Part B: For Title I Schools that Have Been Identified for School Improvement

- As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$882,278; 10% of Title I allocation = \$88,228.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10 percent will be used (along with other school funds) to hire a consultant from the AUSSIE organization to work with teachers as a group and on a one-to-one basis on planning and instruction, with a focus on the areas of literacy and integrating instruction into the existing technological framework. Our school has worked hard to achieve a one-to-one laptop computer ratio for students, and the consultant is an expert in utilizing those resources to educational advantage and will bring that knowledge to our teachers and administrators. These improved skills will translate to improved instruction in all subject areas.

Teachers will receive access and training on how to set up, use, assess, monitor, trouble shoot, individualize and track student performance with the following programs software and web based programs:

- Neufeld
- Math Score
- Plato
- Math 24

- Geometers Sketch Pad
- Read 180

In addition to the above listed software training, faculty will receive ongoing training in :

- Google docs
- Blogs
- Sites
- Web 2.0
- Microsoft programs
- Acuity
- I-books/Macbooks
- ASUS computers
- Creating, analyzing, interpreting and utilizing data to drive instruction.
- Creating centers
- How to create project based lessons
- How to group students in multiple way for different purposes

This training is provided to enhance teacher practice their practice and student performance..
TEMPLATE - MAY 2010

Faculty and students will receive an I- Book laptops, Macbook Laptops or ASUS computers for use throughout the school year.

Teachers will also be given the opportunity to attend educational conferences to exchange and gain new practices, approach and build their pedagogical skills.

11. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for **providing high-quality professional** development.

All teachers will have five forty-five minute professional development sessions each week. Sessions will address curriculum, unit planning, classroom management, lesson plans, pacing , integrating technology, and analyzing, creating, interpreting and utilizing data to drive instruction. In addition, first year and struggling teachers will partner with seasoned teachers who will provide individualized assistance, push in services to new and struggling teachers on an as needed basis in any area of need. Specific training for first year teachers and new teachers to the school will be provided to address gaps in their tech-related knowledge or to assist them with school-wide initiatives.

- I. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A School Leadership Team was created to bridge and build school/family relations. We look to co-host several assemblies/meetings in conjunction with our PTA, SLT, and Parent coordinator the 09-10 school year. In preparation for these events, phone calls will be made to every student home via our automated system. Flyers will be sent home via our students in both English and Spanish. Signs will be posted throughout the building. Teachers will place personal calls to student homes to inform families of the time and place of the event. The purpose of the meetings will be to inform and enhance our identification for school improvement. This will be done in the evening hours at school wide events. The presentations will infuse technology, very simplistic diagrams, tables and charts using data and language to explain the process of where we are as a school academically (referencing past test scores), as well as, the direction the school is moving (displaying a typical day for students using technology and current test scores) and most importantly what does this all mean to their child and the implications of being categorized as a SINI2 school. In addition to the presentation, we will provide handouts to parents, inform them of their options of schools, as well as academic services available to their children in and outside of school. All presented materials will be translated. There will be

two presentations one in English and one in Spanish. Both presentations will hold a question and answer period where staff listens to parents' concerns, answers questions and welcomes their suggestions.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We surveyed all staff and students on a range of topics from academic programming to consistency of school-wide rules implementation to parent involvement. We analyzed this data with the help of an outside private consulting firm to develop our goals and initiatives.

2. Schoolwide reform strategies that:

- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- d) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

-We are hiring two additional ESL teachers to meet the needs of the ELL population.

-We are continuing an honors math track for 8th graders to take the regents test

-We will continue to make before and after-school programs available to students with IEPs

-We will continue to implement the highly innovative "School of One" program, which differentiates math instruction for students.

3. Instruction by highly qualified staff.

We will pay for staff to get extensions for their license areas (ESL, etc) and we are going to only hire fully licensed teachers in their content area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We will have monthly, quarterly and yearly outcomes for our Professional development plan. Teachers will take active roles in daily content and team meetings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We will continue to use our strong web presence and our "Dot-to-Dot" global learning reception to promote our brand to recruit the best available teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

We will offer reading / literacy workshops for parents throughout the year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teams will continually examine assessments and then plan accordingly from the data generated.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We will establish a HW help club and also have several early-detection systems to monitor students who are falling behind or at risk of failing.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by

ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ⁴ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ⁵ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$723,418	✓	Add Page #
Title I, Part A (ARRA)	Federal	✓			\$160,131	✓	Add Page #
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			\$15,000	✓	Add Page #
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 532,355	✓	Add Page #
Tax Levy	Local	✓			\$ 4,226,957	✓	Add Page #

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. —

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. There are 40 students attending CIS 339 who are dwelling in temporary housing, as of July, 2010.
2. The services that will be provided are the following:
 - Basic/Emergency supplies
 - The work of a liaison who will track student data (academic, behavior) in regard to students in temporary housing.
3. The allocated funds total: \$10,000.00

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 339									
District:	9	DBN:	09X33	School		320900010339				
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	v	11			
	K		4		8	v	12			
	1		5		9		Ungrade	v		
	2		6	v	10					
Enrollment				Attendance - % of days students attended:						
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-	
Pre-K	0	0	0				86.8	87.6	87.3	
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-	
Grade 3	0	0	0				92.6	91.9	92.9	
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	239	225	240	<i>(As of October 31)</i>			2008-	2009-	2010-	
Grade 7	281	258	260				79.6	85.3	90.2	
Grade 8	282	286	264							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-	
Grade 11	0	0	0				18	52	46	
Grade 12	0	0	0							
Ungraded	38	36	34	Recent Immigrants - Total Number:						
Total	840	805	798	<i>(As of October 31)</i>			2007-	2008-	2009-	
							41	31	23	
Special Education				Suspensions (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-	
# in Self-Contained Classes	121	101	100	Principal Suspensions			343	305	184	
# in Collaborative Team Teaching (CTT)	29	37	34	Superintendent Suspensions			34	27	36	
Number all others	58	59	68							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>			2007-	2008-	2009-	
				CTE Program Participants			0	0	0	
				Early College HS Program Participants			0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)										
<i>(As of October 31)</i>	2008-	2009-	2010-							
# in Transitional Bilingual Classes	88	85	TBD	Number of Staff - Includes all full-time staff:						
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-	
# receiving ESL services only	144	133	TBD	Number of Teachers			77	75	72	
# ELLs with IEPs	21	70	TBD	Number of Administrators and Other Professionals			29	30	11	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			13	13	28	

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	30	28	86	% fully licensed & permanently assigned to this	100.0	100.0	92.4
				% more than 2 years teaching in this school	55.8	56.0	63.9
				% more than 5 years teaching anywhere	40.3	42.7	51.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		64.0	60.0	73.6
American Indian or Alaska Native	0.6	0.4	0.6	% core classes taught by "highly qualified" teachers	77.0	84.6	88.6
Black or African American	27.9	31.2	32.7				
Hispanic or Latino	70.2	66.7	65.0				
Asian or Native Hawaiian/Other Pacific	1.0	1.0	1.1				
White	0.4	0.4	0.5				
Male	49.5	52.9	56.0				
Female	50.5	47.1	44.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2					v	
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	vsh	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	44.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 12	District 09	School Number 339	School Name School of Technology
Principal Mr. Jason Levy		Assistant Principal Ms. G. Cruz	
Coach Ms. Pandolfino (Math)		Coach Mr. Prinstein (AP)	
Teacher/Subject Area Mr. Betancourt (SS)		Guidance Counselor Ms. F. Rodriguez	
Teacher/Subject Area Ms. S. Cruz (ESL)		Parent Ms. Carmen Cruz (PA)	
Teacher/Subject Area Ms. K. Cowan (ESL)		Parent Coordinator Mr. Echevarria	
Related Service Provider Ms. T. Vasquez (SETTS)		Other Ms. Miller (ESL)	
Network Leader Emily Sharrock		Other Mr. Serin Umit (Director ELL)	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	9

C. School Demographics

Total Number of Students in School	806	Total Number of ELLs	260	ELLs as Share of Total Student Population (%)	32.26%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1) C.I.S. 339 is dedicated to providing parents with students in our TBE program an environment that welcomes and promotes parental and community involvement. There is a strong need to create professional, respectful communication with parents. The school has established this through various means. The Bilingual Information and Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education. An annual open house is in September held to introduce parents to their children's teachers and inform parents of all school expectations, programs, activities, and the curriculum. The Bilingual Coordinator, Ms. G. Cruz (AP), is involved in all facets of the admission and placement process. She is fluent in Spanish and knowledgeable of all the NYCDOE opportunities for English language learners. The Parent Coordinator, who is fluent in Spanish, is involved with the day-to-day activities involving the parents of English language learners. The Pupil Personnel Secretary supports the English language learner's parents by explaining to them their options in Spanish. For our African families, two teachers, Ms. Roa and Mr. Shaw, are fluent in French and several African languages.

2) When families begin the enrollment process at CIS 339, a team consisting of the grade Assistant Principal, Bilingual Coordinator, Parent Coordinator, and Pupil Personnel Secretary confer with the family to discuss the academic needs and placement of the student. From that informal oral interview both in English and in the native language, student's who speak a language other than English at home are identified and the Home Language Identification Survey is completed. Next, the Bilingual Coordinator schedules the student for the Language Assessment Battery-Revised (LAB-R) test to be administered within 10 days of student enrollment. Parents are informed that based on the LAB-R results, their student may be taking the NYSESLAT a assessment in the Spring.

3) The Bilingual Coordinator conducts an orientation session for parents to discuss the results of the LAB-R and to inform the parents of all English language support services available for the student. Parents are apprised of the three program choices available in the NYCDOE: Transitional Bilingual Education, Dual Language, and Freestanding ESL. At this time, our school offers both a Transitional Bilingual Education program in Spanish and a Freestanding ESL program. To integrate parents into the school community, they are invited to join our Parent Association, which holds evening and Saturday meetings in the school library, with Spanish translation. The Pupil Personnel Secretary mails entitlement letters to each eligible student's home. Parent Survey and Program Selection forms that are not completed during the initial interview are returned to the school either by the student or through the mail.

4) After the thorough explanation of the programs and services, parents make an informed choice of placement in the program which best suits their children's needs. Additionally, parents are informed of their right to withdraw their child from a bilingual program but not from mandated ESL services.

5) In reviewing our data from the Parent Survey and Program Selection forms for the past two years, and in speaking with our pupil secretary and parent coordinator, we had found that 100% of the parents of Hispanic students select the Transitional Bilingual Program for their children. In addition, 100% of parents of students that speak languages other than Spanish request our Freestanding ESL Program. We have had no requests for a Dual Language Program. The data shows there is alignment between parent choice and the two program offerings available at our school.

6) Yes, because they only request bilingual and ESL services. We will continue to build alignment between parent choice and programs when advised by PA.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	260	Newcomers (ELLs receiving service 0-3 years)	137	Special Education	70
SIFE	23	ELLs receiving service 4-6 years	69	Long-Term (completed 6 years)	70

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	76	4	4	9	0	8	10	2	10	95
Dual Language										0
ESL	38	5	20	50		15	46	15	26	134
Total	114	9	24	59	0	23	56	17	36	229

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							49	65	97					211
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	49	65	97	0	0	0	0	211

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							49	65	97					211
Chinese														0
Russian														0
Bengali							2		2					4
Urdu														0
Arabic														0
Haitian														0
French							2	2	2					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							5	10	10					25
TOTAL	0	0	0	0	0	0	58	77	111	0	0	0	0	246

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1) In our Transitional Bilingual Education program, instruction is delivered by qualified teachers in Spanish and English with support in ESL. This standards-based instruction takes place within a 68-minute instructional block for each of the content areas (ESL, mathematics, science, social studies). Our school places a strong emphasis on reading across the curriculum and the TBE is no exception. The teachers in the TBE program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, and writing are met through a combination of instruction being delivered in both Spanish and English with an initial ratio of 60 percent Spanish to 40 percent English. As the students acquire more English, the ratio shifts to reflect their language acquisition. Native language teachers with extensive content-area knowledge have been paired with ESL teachers with strong English academic language proficiency ensuring that high-quality instruction is being provided at all times.

a) Our Transitional Bilingual Program has been structured to best support student needs in accordance with NYSESLAT data and school demographic analysis. Demographic analysis reveals three distinct groups of students with unique needs. Currently, we have one (1) sixth grade, one (1) seventh grade, and two (1) eighth grade general education transitional bilingual classes as well as two(2) special education transitional bilingual classes..

b) New Arrivals – Nearly one quarter of our TBE population are new arrivals registered in the U.S. for the first time after July 6th, 2010. Many of these students have little or no English language skills and exhibit below grade-level performance in their native languages. These students are provided with 6 periods of intensive ESL (360 minutes) and 5 periods of Native Language Arts (180 minutes) per week to facilitate English acquisition and strengthen students' native language skills. Content area instruction is delivered in both Spanish and English to adhere to the 60:40 language allocation starting point.

Beginner/Low Intermediate – Students who have scored at a beginning or low intermediate level on the NYSESLAT assessment comprise the largest group among our TBE program. These students have been registered in the country for more than 1 year and are required, under NCLB, to participate in the NYS ELA assessment program. These students are provided with 6 periods of intensive ESL (360 minutes) and 5 periods of Native Language Arts (180 minutes) per week to facilitate English acquisition and strengthen students' native language skills. Content area instruction is delivered in both Spanish and English to adhere to the 60:40 language allocation starting point.

Advanced – Students scoring at the advanced level of the NYSESLAT assessment receive 2.5 periods of ELA (180 minutes) and 2.5 periods of ESL (180 minutes) per week as well as 5 periods of Native Language Arts (180 minutes) per week. All other content areas are taught in English.

2) ESL Push-in Program

More than half of our ELL population has successfully transitioned into monolingual classrooms. On each grade level, we have designated one (1) ELL class that receives intensive instruction by ESL certified staff. Each ELL class receives 6 periods (360 minutes) of intensive ESL support during the Literacy Block. All teachers responsible for ELL instruction are participating in structured professional development designed to support ELL learning in literacy and the content areas.

3) Native Language support for ESL Students includes instruction delivered by qualified teachers in Spanish and English with support in ESL. This standards-based instruction takes place within a 68-minute instructional block for each of the content areas (literacy, mathematics, science, social studies).

4) Differentiation in the Classroom

Staff differentiates content based on a combination of the student's readiness level, his/her interest, and his/her learning profile. The strategies used in the classroom are delivered through concept-based teaching, i.e., instruction is focused on key concepts, essential and meaningful understandings which in turn create transferable, relevant learning. In addition, students are identified and grouped based on the task, ongoing assessment data, as well as annual standardized-test data and interim assessment data. Teachers use multiple texts in the classroom at multiple levels to support, enhance and scaffold the learning for each student. We are a one-to-one laptop school; each student and teacher has their own laptop with Internet access. As the students' task vary so do their use of resources. Audio books are frequently used in conjunction with print text to assist students with comprehension and fluency. Computer images, print pictures, short film clips, podcasts, smart boards, teacher-created google sites and websites are some of the technology-based differentiation tools used on a daily basis by our staff. Minilessons are used to differentiate content. The content is made more accessible by using a variety of support systems in the classroom. In addition to the audio books, students often have reading partners and small groups for mentoring and support. A variety of graphic organizers, learning centers, manipulatives, and independent study are used routinely for student growth. Tiered assignments have proven quite effective in making the learning accessible and positive for all students.

a) Plan for SIFE

Our students with Interrupted Formal Education will be assessed with the diagnostic tool--Academic Language and Literacy Diagnostic (ALLD). These students are placed in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used both in the classroom and through a pull-out program to hasten closing the learning gap of these students. By analyzing the data from their assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success.

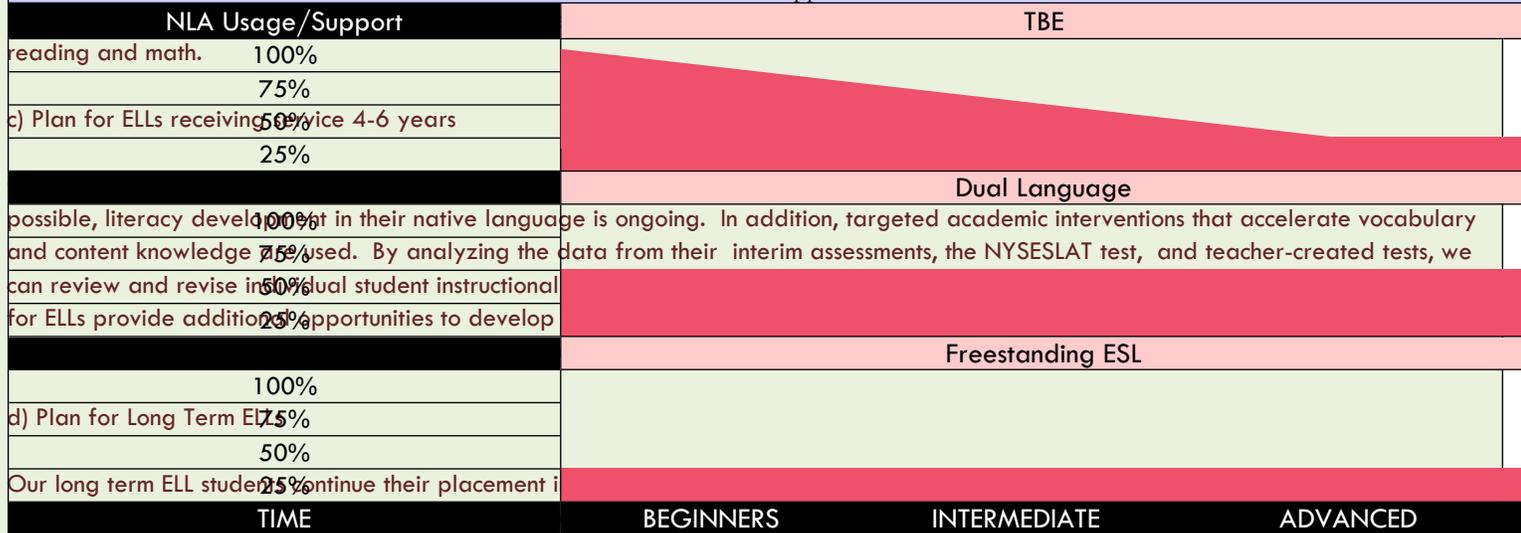
b)Plan for ELL Newcomers

Our ELL Newcomers take the LAB-R within ten days of their arrival at our school. These students are placed in our ESL or TBE program

based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition,

Native Language Arts and Native Language Support

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



and content knowledge are used. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success. Voluntary after school programs and a Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. Students who are deemed to not be making adequate progress may be referred to the Committee on Special Education.

e) Plan for ELLs identified as having Special Needs

Our ELL students identified as having special needs are placed in the least restrictive setting in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions specified in their IEP are used. Voluntary after school programs and a Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise IEPs for student success.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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5) Our school places a strong emphasis on reading across the curriculum and the ESL is no exception. The teachers in the ESL program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, and writing are met through a combination of instruction being delivered in both Spanish and English with an initial ratio of 20 percent Spanish to 80 percent English. As the students acquire more English, the ratio shifts to reflect their language acquisition. Native language teachers with extensive content-area knowledge have been paired with ESL teachers with strong English academic language proficiency ensuring that high-quality instruction is being provided at all times.

6) Plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT

ELL students continue their placement in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success. Voluntary after school programs and a Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. Students who are deemed to not be making adequate progress may be referred to the Committee on Special Education

7) New Programs and Improvements that will be considered for the upcoming school year:

- a) Workshops for parents to help their children with HW and improve study habits
- b) Saturday Academy: for both ESL and newcoming students and parents to learn English
- c) Afterschool homework help will be provided by ELA, ESL, math, science and social studies teachers to provide students with the extra help needed.
- d) Advisory: All newcomers will receive 37.5mins of reading comprehension and ESL instructional skills provided by a bilingual teacher. All students in the school will also receive reading or HW help during this time.

8) None

9) ELL Equal Access to All School Programs

The school is organized into teams on each grade level, with smaller "pods" within each team. There is an ELL pod on each grade level providing for the unique needs of the students. This organizational plan ensures that the ELLs are an integral part of the school culture. The Bilingual Coordinator and the Language Allocation Policy Team work closely with the administrators, staff, and parents so all students are afforded equal access.

10) Instructional Material and Technology that are used to support ELLs are:

- a) Milestone (Differentiated by levels Beginners, Intermediate and Advanced)
- b) Rosetta Stone
- c) Various Instructional Websites including teacher websites

11) Description of Delivery of Native Language Support for TBE and ESL Students

Native Language support for ESL Students includes instruction delivered by qualified teachers in Spanish and English with support in ESL. This standards-based instruction takes place within a 60-minute instructional block for each of the content areas (literacy, mathematics, science, social studies). Our school places a strong emphasis on reading across the curriculum and the ESL is no exception. The teachers in the ESL program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, and writing are met through a combination of instruction being delivered in both Spanish and English with an initial ratio of 20 percent Spanish to 80 percent English. As the students acquire more English, the ratio shifts to reflect their language acquisition. Native language teachers with extensive content-area knowledge have been paired with ESL teachers with strong English academic language proficiency ensuring that high-quality instruction is being provided at all times.

Our school places a strong emphasis on reading across the curriculum and the TBE is no exception. Teachers in the TBE program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, and writing are met through a combination of instruction being delivered in both Spanish and English with an initial ratio of 60 percent Spanish to 40 percent English. As the students acquire more English, the ratio shifts to reflect their language acquisition. Native language teachers with extensive content-area knowledge have been paired with ESL teachers with strong English academic language proficiency ensuring that high-quality instruction is

bring provided at all time.

12) Explanation of how required service support and resources correspond to ELLs ages and grade levels

The ages and grade levels of the ELLs correspond to the required services and resources available to the students. Students participate in Advisory for at least 37.5 minutes daily. These sessions provide a safe, fun and warm environment for ELL students at the start of each day to enrich relationships between adults and students, to meet the individual social & emotional needs of our students, to support student development in a middle school culture, to prepare students to succeed in life, and to inform, educate and learn from students about the issues that matter most. Also, most ELL students attend an SES after school program, Scan, in which the bilingual teachers who work with the ELLs during the school day, work with the students on academics in the afternoon for 2 hours, 3 days weekly for a total of 6 hours a week. A 12-week Saturday Academy provides both math and literacy in small groups specifically for ELL students.

13) Description of activities to assist newly enrolled students before the beginning of the school year

Shortly before school reconvenes in September, all parents, families, and community members, including the ELLs, are invited to a general information session on the school. One of the goals of this event is to provide assistance for families to transition effortlessly into the school community. Bilingual administrators, the Parent Coordinator, bilingual staff counselors are all available to confer one-on-one with parents to discuss and help with all facets of the school's requirements from uniforms to lists of school supplies to purchase. Community groups providing services to ELL parents and students are also available to offer their services at this information session.

14. All ELLs that are in the transitional bilingual program receive NLA by a certified Spanish teacher.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Does Not Apply

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The school-based professional development team is comprised of the Bilingual Coordinator and Curriculum Team. Both the coordinator and curriculum team are charged with planning and structuring meaningful professional development that meets the needs of our faculty in the bilingual department, as well as all subject teachers who are responsible for delivering instruction to ELL students. All pedagogues are scheduled for mandatory team planning periods. Meetings are scheduled twice a week for development, and provide teachers with strategies and skills to address the needs of the population. Professional development topics to be addressed this academic year.

2. Every month Mr. Umit Serin, Director of ELLs assists ESL teachers with strategies and models to provide the ELL students with innovative strategies to prepare students for their transition from middle school to high school.
- Every other day content teachers meet in curricular teams and plan together with ESL teachers.

Strategies and PD Plan may be found at:

http://innovativeschoolsnyc.org/index.php?option=com_content&view=article&id=154&Itemid=157

3. Professional Developments for all staff include topics such as:

- a) Diagnosing student needs by using ARIS
- b) How to teach Main Idea to ELLs using Reading and ESL Strategies
- b) How to teach vocabulary development to ELLs using ESL Strategies
- c) How to teach Cause and Effect to ELLs using Reading and ESL Strategies
- d) How to teach Inference to ELLs using Reading and ESL Strategies
- e) How to teach Compare and Contrast to ELLs using Reading and ESL Strategies
- f) How to gather year-end data to assess growth of ELL students
- g) How to analyze and interpret year-end data to track growth of ELL students for the upcoming year

Professional Developments will be aligned with the Units of Study across the curriculum.

E. Parental Involvement

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

1) C.I.S. 339 is committed to providing parents with students in our TBE program and environment that welcomes and promotes parental and community involvement. There is a strong need to create professional, respectful communication with parents. The school has established this through various means:

- The Bilingual Information and Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education.
- The Bilingual Department has been structured through the grades to better facilitate communication and parental involvement. Annual open house will be held to introduce parents to their children's teachers and informs parents of all school expectations, programs, activities and curriculum.
- Our Bilingual coordinator provides monthly workshops that range from community service, high school application process, after-school offerings, SES and the school's varied educational offerings.

CIS 339 is supporting all students, including students with disabilities, through this initiative. The following dissemination activities are planned to share our successes with colleagues, families, and the community. They were selected to show how the use of technology enriches the variety and quality of educational options made available to all students.

- V Parent Newsletter's and calander issued monthly will keep families abreast of the activities of the program.
- V School Newspaper and student Assemblies—there will be and ongoing series of articles in the school newspaper on the project. Assemblies will be held on grade level to demonstrate the progress and emphasize the school-wide initiative.
- V CIS 339 Web Site for ELLs will prominently showcase the project— both as it is ongoing and when it is completed. The Manual developed will also be available on-line.
- V Staff Presentations at Parent Association Meetings will bring the project alive to the families and the community and allow for demonstrations and questions.
- V Community Technology Nights, held twice yearly, will provide information and updates on the project.
- V Site visits will be planned for Spring 2011. Colleagues, including teachers, administrators, and central office staff from other schools in the region and the City will be invited to see the positive impact the program is having on student success.

2) Fidelity Bank has provided us with a grant to take students to Washington, DC to provide ELLs with the opportunity to make connections with the history of the United States.

3) The CIS 339 booth at the Middle School Fair, where families choose the school their child will attend after elementary school, will prominently showcase the initiative for the community.

4) At-risk Services Provided by the Guidance Counselors: Social skills; Mediation Program; Outside agency referrals: ACS; Mental Health Services. One-to one sessions and group sessions; parent sessions and conferences; internship program; Anger Management sessions; small group sessions on organizational skills, coping mechanisms, grief and bereavement counseling

At-risk Services Provided by the School Psychologist: One-on-one sessions

At-risk Services Provided by the Social Worker: Classroom observations/FBAs; work with families/students in crisis; referrals to clinics for therapy; collaborate with outside providers (ACS, therapists); counseling/mentoring at-risk youth; Internship Program; Leadership group; SUS provided one-on-one during school; Parent conferences/meetings; risk assessments; Agency referrals for after-school programs

At-risk Health-related Services: Work with ACS to assist struggling families; workshops for parents regarding hygiene, mental and physical health; on-line safety courses; referrals to clinics for therapy; collaborate with outside referral health providers; referrals to home-based crisis intervention programs; referral to psychiatric hospitals for admissions or emergency room for psychiatric evaluations.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							33	34	59					126
Intermediate(I)							13	19	29					61
Advanced (A)							35	28	17					80
Total	0	0	0	0	0	0	81	81	105	0	0	0	0	267

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							13	10	8				
	I							8	7	16				
	A							26	28	26				
	P							15	19	33				
READING/ WRITING	B							19	18	39				
	I							10	21	30				
	A							32	25	14				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5					0
6	26	21	2	0	49
7	29	20	1	0	50
8	40	23	3	0	66
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	17		31		11				59
7	30		29		03				62
8	39		33		1				73
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

2. After having reviewed the data provided about the patterns across proficiency levels on the LAB-R and NYSESLAT we determined that the modalities of reading, writing, listening and speaking needed to be reinforced on a daily basis and in afterschool programs.

-Reading: Throughout the content areas reading strategies need to be reinforced. Strategies like how to infer and make predictions based on images and title and how to use context clues to be able to understand the reading selection. In the ESL classes the Milestone Textbooks were purchased and being used based on students level of proficiency.

-Writing: Throughout the content areas the writing process will be reinforced. We will prepare students by having students peer edit and review their own work. Pre-writing is essential for ELLs. Especially at the lower levels of proficiency with three years or more of ESL services, students have a limited vocabulary and therefore often have difficulty expressing their ideas. At CIS 339, teachers will support second language students to generate vocabulary and grammatical structures relevant to the topic. Teachers will be encouraging students to use word processing programs throughout the writing process. The programs facilitate the process and are especially helpful with the composing, revising, and editing stages because they do not require students to rewrite their work.

-Listening: Throughout the content areas listening skills will be practiced and assessed. Teachers will provide the ELLs with listening strategies by scaffolding and differentiating according to the needs of the individual student.

-Speaking: Throughout the content areas verbal skills will be practiced through ongoing preparation for the ELA state test. Group work in all content area classes including group discussions and oral presentations will be practiced daily in class routines.

Rosetta Stone was purchased to help in all areas of instruction and provides students with:

- The knowledge to build their vocabulary and English (American) language abilities
- Skills to spell and write accurately
- Skills to speak English (American) without a script
- The ability to retain what they've learned
- Skills to read and understand English (American)
- Skills to share ideas and opinions in English (American), express feelings and talk about everyday life

3. Our ELLs are disseminated among the three levels of the NYSESLAT across the grades. After we analyzed the data in the four modalities we found that students performed well on the listening, speaking and reading. The writing component reflects that our students are having some difficulty.

4. The bilingual/ESL program at CIS 339 serves mostly Spanish speaking students. There are also new immigrants from other countries who participate in the sheltered English and ESL classes. Depending on the level of proficiency, students are placed in bilingual, sheltered, ESL, or mainstream classes. Bilingual classes are taught using Spanish with Spanish textbooks. Students follow the grade level curriculum and scope and sequence of the mainstream classes. Bilingual offerings include math, reading and writing, science, and social studies. Offerings include math, reading and writing, science, and social studies. These classes adhere to mainstream curricula scope and sequence. In Language and Literacy classes students learn to read and interpret various forms of literature, and to write using different units of study at their current level of English ability. All students take language arts, ESL, and Native Language Arts. This curriculum focuses on development of literacy skills. The native language arts provide an opportunity for students to improve their literacy in their first language. This allows students to develop a strong foundation in their first language in order to acquire a higher level of proficiency in their second language. Students in Levels I, II, and III also take an ESL class which focuses on oral communication and vocabulary development in English. Content area classes for ESL students are taught by teachers knowledgeable in content areas and in ESL/Bilingual methodology. The program takes a conceptual approach to lesson planning focusing on rigor, student engagement, and differentiation including scaffolding and tiering. The Social Studies classes focus on the five New York State Standards Geography, World History, American History, Civics and Government, and Economics.

5. We do not have a Dual Language program.

6. There is an emphasis in lesson planning to link the student's prior knowledge of their communities, cultures, and countries into their Social Studies learning. Opportunities for hands-on project-based learning are included in the units of study. Students are expected to participate in field trips and oral presentations as part of the social studies program. In math, three levels are taught in English and three in Spanish in order to provide for diverse math abilities and language abilities. The use of centers, manipulative, the inter-active Smart board, and on-line math teaching/learning tools provide the learners with a variety of methods to reach success. Considerable time is spent learning the language of math as well as the operations. The math curriculum focuses on estimating, using patterns, word problems, comparing and ordering, making graphs, statistics, measuring, integers, ratios, proportions, percents and geometry, all taken from the New York State essential skills for mathematics. The science curriculum is taught with a constructivist approach and allows for hands-on activity. A science lab for ELLs will focus on their language needs (posters in English and Spanish, visual representations, science models, and audio/video supports for the scientific method and inquiry learning.

CIS 339 is a barrier-free school provides a comprehensive program that serves special education students who need individual educational services. Depending on their needs, some students are fully included in general education with modifications and minimal support from special education staff. Other students are taught in the general education classroom both by special education and classroom teachers.

(Collaborative Team Teaching). Some students receive pull-out services; and finally, a few of our students spend half or more of their day in a self-contained special education classroom. Our Special Education Department staff includes an IEP Teacher, teachers, physical education teachers, physical therapists, occupational therapists, speech therapists, paraprofessionals, psychologists, social workers, and counselors. We also ensure that our ELLs receive push in AIS support to meet any specific needs. After school programs and Saturday Academy will also provide our ELLs with opportunities to continue their language development. Professional Development will be provide to ensure that teachers in our programs and current with the latest ELL techniques and strategies. In conclusion, we will provide continue assessment throughout the four modalities.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		