



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **C.I.S. 339**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **09x339**

PRINCIPAL: **Ms. KIM OUTERBRIDGE** EMAIL: **KOUTERB@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **Ms. DOLORES ESPOSITO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

- As of submission of the 2011-2012 CEP, the SLT is still being finalized.-

| Name | Position and Constituent Group Represented | Signature |
|----------------------|--|-----------|
| Ms. Kim Outerbridge | *Principal or Designee | |
| Ms. Lucinda Johnson | *UFT Chapter Leader or Designee | |
| Ms. Ada Cortez | *PA/PTA President or Designated Co-President | |
| Ms. Lucinda 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 | |
| <i>Pending</i> | Member/ | |

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, there will be a 10% increase in the number of Level 3 and 4 students in the area of English Language Arts, as measured by the 2012 NYS ELA assessment.

Comprehensive needs assessment

- Currently, 14% of all tested students are meeting or exceeding state standards. 93 are Level 3 students and 0 are Level 4 students. This means that 86% of our tested population is reading below or far below standard-level. In order for students to achieve and succeed in all subject areas, making them college- and career-ready, they will have to be fluent and comprehensive readers.
- Additionally, according to the 2010-2011 School Quality Review:
 - Although the school has done work to define elements of rigor, it is not yet consistently reflected in all classroom tasks across grades and subject areas, thus preventing all students from being appropriately challenged.

Instructional strategies/activities

- Targeted AIS program (*for all students performing between 2.55 and 2.96 on NYS ELA assessment*)
 - a. Reading interventions
 - b. Running records and SRI diagnostics
 - c. Student reading conferences
 - d. Skill development
 - e. Classroom push-ins to support learning through small group work
 - f. Achieve 3000 pull-out to support content area reading development
- Teacher professional development in targeted areas to improve student reading
 - a. Teacher Effectiveness Rubric (*as part of Transformative School work*)
 - b. Test sophistication
 - c. Student reading tracking
 - d. Reading conferences
 - e. Data usage
 - f. Academic rigor
 - g. Instructional differentiation
 - h. Lesson and unit planning (*including alignment to Common Core and NYS standards*)
 - i. Assessment (*diagnostic, formative, summative*)
- After-school programs and extra-curricular academies
 - a. SCAN SES program
 - b. In-house reading programs
 - i. Read 180 for low-level readers
 - ii. System 44 for ELLs
 - c. Vacation Academies
 - i. Language acquisition for ELLs
 - ii. Reading skill development for Level 1 and Level 2 students
 - iii. STARS
 - d. Saturday Academy

- i. Language acquisition for ELLs
- ii. Reading skill development for Level 1 and Level 2 students
- iii. STARS

Strategies to increase parental involvement

- The regular use of auto-dialer system to communicate important school dates and events
- Parent workshops
 - Language acquisition
 - Test sophistication
 - Content Area workshops
 - TeacherEase online platform for communicating grades, assignments, and student issues
 - Providing written and verbal progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

- Master and Turnaround Teacher Program
 - 2 master teachers budgeted for (*ELA and SCI*)
 - 1 turnaround teacher budgeted for (SS)
- Teacher Professional Development (*see Row 3 above*)
- Differentiated Professional Development
 - Based on teacher professional goals, classroom observations, staff needs analyses
- Leadership Opportunities for teachers
 - Administrative internships
 - Pod and Content Area Facilitators (*Small Learning Communities*)

Service and program coordination

- Breakfast program has been arranged to provide meals in classrooms to support the school's advisory program, which occurs Monday through Thursday during the extended day period, providing important support to students at risk.
- NYSTL funds used in part to fund purchase of Scholastic System 44.

Budget and resources alignment

- Curriculum development and implementation is facilitated by scheduling:
 - Common preps for team meetings by content area and by grade level alternating every other day
 - Teacher schedules generally reduced by 10% to provide for academic interventions or professional development, additional teacher lines funded by Title I SWP allocation
- After school and weekend instructional programs intended to accelerate student achievement are funded by Title I SIG.
- Consultant will provide instruction through a magazine project funded by Title III LEP.
- Scholastic 44 materials purchased using Title I SIG funds to accelerated achievement.
- New York Ready materials purchased for each student for refreshing and reviewing learning.
- Title I funding used to maintain class size despite budget reductions.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, there will be a 10% increase in the number of Level 3 and 4 students in the area Mathematics, as measured by the 2012 NYS Mathematics assessment.

Comprehensive needs assessment

- Currently, 19% of all tested students are meeting or exceeding state standards. This means that 81% of our tested population is able to do math below or far below standard-level. In order for students to achieve and succeed in all science-based subject areas, making them college- and career-ready, they will have to be fluent, accurate, and critical-thinking mathematicians.
- Additionally, according to the 2010-2011 School Quality Review:
 - Although the school has done work to define elements of rigor, it is not yet consistently reflected in all classroom tasks across grades and subject areas, thus preventing all students from being appropriately challenged.

Instructional strategies/activities

- Targeted AIS program (*for all students performing between 2.50 and 2.95 on NYS Math assessment*)
 - a. Differentiated math interventions through NYC Acuity
 - b. Math diagnostics
 - c. Student math conferences
 - d. Skill development
 - e. Classroom push-ins to support learning through small group work
- Teacher professional development in targeted areas to improve student reading
 - a. Teacher Effectiveness Rubric (*as part of Transformative School work*)
 - b. Test sophistication
 - c. Student math tracking, focusing on grade-level standards and strands
 - d. Math conferences
 - e. Data usage
 - f. Academic rigor
 - g. Instructional differentiation
 - h. Lesson and unit planning (*including alignment to Common Core and NYS standards*)
 - i. Assessment (*diagnostic, formative, summative*)
- After-school programs and extra-curricular academies
 - a. SCAN SES program
 - b. In-house math programs
 - i. NYC Acuity
 - ii. STAMS
 - c. Vacation Academies
 - i. Language acquisition for ELLs
 - ii. STAMS
 - d. Saturday Academy
 - i. Language acquisition for ELLs

ii. STAMS

Strategies to increase parental involvement

- The regular use of auto-dialer system to communicate important school dates and events
- Parent workshops
 - Language acquisition
 - Test sophistication
 - Content Area workshops
- TeacherEase online platform for communicating grades, assignments, and student issues
- Providing written and verbal progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

- Master and Turnaround Teacher Program
 - 2 master teachers budgeted for (*ELA and SCI*)
 - 1 turnaround teacher budgeted for (SS)
- Teacher Professional Development (*see Row 3 above*)
- Differentiated Professional Development
 - Based on teacher professional goals, classroom observations, staff needs analyses
- Leadership Opportunities for teachers
 - Administrative internships
 - Pod and Content Area Facilitators (*Small Learning Communities*)

Service and program coordination

- Breakfast program has been arranged to provide meals in classrooms to support the school's advisory program, which occurs Monday through Thursday during the extended day period, providing important support to students at risk.
- NYSTL funds used in part to fund math intervention programs.

Budget and resources alignment

- Curriculum development and implementation is facilitated by scheduling:
 - Common preps for team meetings by content area and by grade level alternating every other day
 - Teacher schedules generally reduced by 10% to provide for academic interventions or professional development, additional teacher lines funded by Title I SWP allocation
- After school and weekend instructional programs intended to accelerated student achievement are funded by Title I SIG
- New York Ready materials purchased for each student for refreshing and reviewing learning.
- Title I funding used to maintain class size despite budget reductions.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, 80% (56) of all (70) teachers at IS 339 will be valuated as Effective (Satisfactory) as per the NYS Charlotte Danielson rubric.

Comprehensive needs assessment

All students, especially those seated in high-need and under-performing schools, need effective teachers leading them. The only way to raise the relative effectiveness of teachers is through constant observation, feedback, and targeted professional learning.

- In-house data collected in September, 2011 through teacher needs assessment and professional growth plans
- Informal and Formal classroom observation data
- Feedback from SQR and JIT, focusing on the need for teacher growth in aligning curriculum, instructional differentiation, and planning with learning standards and performance indicators in mind
- Additionally, according to the 2010-2011 School Quality Review:
 - Although school leaders have identified student engagement as a goal, they have not yet clearly defined the key classroom elements making this an effective practice leading to uneven levels of student engagement across classrooms. This hinders the effective monitoring of progress in this area.
 - Although the school has developed a classroom visitation tool that focuses on rigor, engagement and differentiation, and has been used for informal walk-throughs, as of this date administrators have not extended the use of this tool during a full team walk-through. This limits its effectiveness of providing suitable feedback to build teachers' capacity around common instructional foci.
 - Formal observations are not currently consistent in terms of foci or specificity of feedback around the school's instructional focus. This prevents teachers from having clear next steps for improvement to support attaining school-wide goals.
 - Build capacity at the teacher team level in creating measurable learning goals and interim benchmarks to clearly measure progress.
 - Goal setting at the POD team level is not yet consistent, as they do not yet use a unified practice of setting SMART goals for the subgroups of students for whom they are responsible. As a result, many of the POD's goals are not clearly connected to classroom practice, thus hindering the ability to plan for student improvement and to measure their progress towards mastery.

Instructional strategies/activities

- Classroom Observations
 - a) Full-period formal
 - b) Partial-period informal
 - c) Full-period informal
- Teacher Feedback
 - a) Written
 - b) Oral (*via teacher meetings*)
 - c) Areas of strength / quality elements
 - d) Areas for growth / needs
 - e) Specific, targeted next steps
- Aligned Professional Development
 - a) For Teachers
 - i. Rubric Domains
 - 1. Planning and Preparation

- 2. The Classroom Environment
- 3. Instruction
- 4. Professional Responsibilities
 - ii. Targeted professional sessions based on individual and group needs and trends
 - iii. Rubric norming
- b) For supervisors
 - i. Rubric norming
 - ii. Cultivating and delivering effective feedback; targeting next steps
 - iii. Data analysis
- Data, Monitoring, and Revision
 - a) Program effectiveness
 - b) Data analysis
 - c) Tracking growth over time
 - d) Identifying growth areas
 - e) Targeting professional learning
 - f) Analyzing impact on student achievement

Strategies to increase parental involvement

- Parent and family outreach and communication
- Professional development: Mobilizing families to motivate students
- Regular communication to families about teacher professional development and best practices

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing professional development in Teacher Effectiveness
- “Lab-site” classrooms for teachers with rubric-based exemplary practices
- Classroom inter-visitations to highlight and disseminate rubric-based best practices

Service and program coordination

- NY State Transformation School funds used in part to fund teacher professional development.

Budget and resources alignment

- Regularly scheduled after-school professional development is funded by Title I SIG.
- Common preparation periods and reduced teaching schedules (funded by Title I SWP) give time to reinforce and evaluate progress.
- Turnaround Teacher and two Master Teachers are available, funded by Title I SIG.
- Ramapo for Children will provide coaching and professional development to teachers in classroom management and effective teaching throughout the school year.
- Learning Maps training ongoing throughout the school year, funded in part by the CFN and in part by Title I SIG.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By the end of the 2011-2012 school year, the following indicators on the School Quality Review rubric will be evaluated as Proficient or above. All indicators will show proficiency or better as measured by the scores noted in the guidelines set by the New York City Department of Education.
 - **1.1:** Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards
 - **1.2:** Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products
 - **2.1:** Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level
 - **2.2:** Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level
 - **3.2:** Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support
 - **3.3:** Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level
 - **4.1:** Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers
 - **4.3:** Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes

Comprehensive needs assessment

- According to the 2010-2011 School Quality Review:
 - Develop additional professional development and clearer accountability structures to support teachers in the design of rigorous academic curricula and tasks.
 - Teachers are collaboratively planning units; however, departments do not yet have curriculum maps that identify key skills and standards that will serve as a basis to assess student mastery over the course of the year. Therefore, teachers are limited in their ability to inform unit and assessment task planning and suitably engage students.
 - Although the school has done work to define elements of rigor, it is not yet consistently reflected in all classroom tasks across grades and subject areas, thus preventing all students from being appropriately challenged.
 - Clearly define meaningful work products to support staff acquiring knowledge and becoming proficient in suitable task creation.
 - Although school leaders have identified student engagement as a goal, they have not yet clearly defined the key classroom elements making this an effective practice leading to uneven levels of student engagement across classrooms. This hinders the effective monitoring of progress in this area.
 - While administrators and teachers refer to rigor, engagement and differentiation as priorities, there are a lack of clear and consistent definitions and identified evidence to support these practices. As a result, classroom pedagogy is unevenly aligned to the curriculum.
 - Extend the work with the classroom observation tool to elevate school-wide instructional practices.
 - Although the school has developed a classroom visitation tool that focuses on rigor, engagement and differentiation, and has been used for informal walk-throughs, as of this date administrators have not extended the use of this tool during a full team walk-through. This limits its effectiveness of providing suitable feedback to build teachers' capacity around common instructional foci.
 - Formal observations are not currently consistent in terms of foci or specificity of feedback around the school's instructional focus. This prevents teachers from having clear next steps for improvement to support attaining school-wide goals.

- Build capacity at the teacher team level in creating measurable learning goals and interim benchmarks to clearly measure progress.
- Goal setting at the POD team level is not yet consistent, as they do not yet use a unified practice of setting SMART goals for the subgroups of students for whom they are responsible. As a result, many of the POD's goals are not clearly connected to classroom practice, thus hindering the ability to plan for student improvement and to measure their progress towards mastery.

Instructional strategies/activities

- Ongoing teacher professional development
 - Teacher effectiveness
 - Data fluency
 - Assessment
 - Curriculum development
- Inter-organization of clear and high expectations
- Two in-house or Network-led internal mock School Quality Reviews
- Year-long student work analysis using tuning protocol

Strategies to increase parental involvement

- Fully-functioning Parents' Association and School Leadership, as well as communication and synthesis among the two bodies
- Parent workshops to support learning in homes

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing professional development in Teacher Effectiveness
- "Lab-site" classrooms for teachers with rubric-based exemplary practices
- Classroom inter-visitations to highlight and disseminate rubric-based best practices
- Pod leader and Content Facilitator cabinets to foster communication and planning between teachers and administration
- Opportunities for teachers to facilitate professional development for colleagues in areas of strength, aligned to school-wide deficiencies or trends of need

Service and program coordination

- NY State Transformation School funds used in part to fund teacher professional development.
- NYSTL funds used in part to fund student support and academic intervention programs.

Budget and resources alignment

- Regularly scheduled after-school professional development is funded by Title I SIG.
- Common preparation periods and reduced teaching schedules (funded by Title I SWP) give time to reinforce and evaluate progress.
- Turnaround Teacher and two Master Teachers are available, funded by Title I SIG.
- Ramapo for Children will provide coaching and professional development to teachers in classroom management and effective teaching throughout the school year.
- Learning Maps training ongoing throughout the school year, funded in part by the CFN and in part by Title I SIG.
- Curriculum development and implementation is facilitated by scheduling:
 - Common preps for team meetings by content area and by grade level alternating every other day
 - Teacher schedules generally reduced by 10% to provide for academic interventions or professional development, additional teacher lines funded by Title I SWP allocation
- After school and weekend instructional programs intended to accelerate student achievement are funded by Title I SIG.
- Title I funding used to maintain class size despite budget reductions.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

| | 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 | 0 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 77 | 62 | 0 | 0 | 20 | 5 | 0 | 0 |
| 7 | 52 | 74 | 0 | 0 | 20 | 5 | 20 | 0 |
| 8 | 100 | 68 | 0 | 0 | 20 | 5 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|---|---|
| ELA | <p>Read 180: Delivered in both small group and tutoring settings, both through pull-out during the day and extra-curricularly</p> <p>Achieve 3000: Delivered in small groups during the school day via pull-out and in-class instruction.</p> <p>System 44: Delivered in small groups during after-school time, on Saturdays, and during Vacation Academies.</p> <p>STARS: Delivered in small groups after school, on Saturdays, and during Vacation Academies.</p> |
| Mathematics | <p>NYC Acuity: : Delivered in both small group and tutoring settings, both through pull-out during the day and during Saturday and Vacation Academies.</p> <p>STAMS: Delivered in small groups after school, on Saturdays, and during Vacation Academies.</p> |
| Science* | <p><i>* No interventions specific to this content area, since testing results are not made available until after students' 8th grade year.. Students are supported through math interventions.</i></p> |
| Social Studies* | <p><i>* No interventions specific to this content area, since testing results are not made available until after students' 8th grade year. Students are supported through reading interventions.</i></p> |
| At-risk Services provided by the Guidance Counselor | <p>One-to-One Student Counseling: Delivered weekly, during the school day</p> <p>Parent Conferences: Held as needed, during the school day and after school</p> <p>Mental Health Referrals: Issued based on need and emergent circumstances</p> <p>Other Referrals: Explorers program, Astor Mental Health</p> |
| At-risk Services provided by the School Psychologist | <p>One-to-One Student Counseling: Delivered weekly, during the school day</p> <p>Parent Conferences: Held as needed, during the school day and after school</p> <p>Mental Health Referrals: Issued based on need and emergent circumstances</p> <p>Other Referrals: Explorers program, Astor Mental Health</p> |
| At-risk Services provided by the Social Worker | <p>One-to-One Student Counseling: Delivered weekly, during the school day</p> <p>Parent Conferences: Held as needed, during the school day and after school</p> <p>Mental Health Referrals: Issued based on need and emergent circumstances</p> <p>Other Referrals: Explorers program, Astor Mental Health</p> |

| | |
|--|--|
| At-risk Health-related Services | One-to-One Student Counseling: Delivered weekly, during the school day Parent Conferences: Held as needed, during the school day and after school SAPIS: Substance abuse counseling for at-risk students with respect to drugs, alcohol, and dependency issues. |
|--|--|

PARENT INVOLVEMENT POLICY (PIP)

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 2012 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 2012 for the creation of a Title I parent committee who will monitor and revise action plans for the Title I programs.

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 2012 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, including "auto-dialer" messages

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, test sophistication, connected learning)
- Title 1 City and State Data Report Meetings

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 Workshops / Activity Surveys

6. I.S. 339 will build the school's and parents' 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
- Test sophistication workshops

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

- Open and constant access to the Parent Coordinator

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

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, through:

- 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 SCAN, School of One, Failure Free Reading, and other programs. It will also conduct other activities, such as parent resource workshops, that encourage and support parents in more fully participating in the education of their children through:

- Parent Resource Center
- Parent Workshops
- Open and consistent access to the Parent Coordinator

e. The school will take the following actions to ensure that information related to the school and parent program, meetings and other activities, is sent to the parents of participating children is understandable and uniform in 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 in multiple languages

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;
- (*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
 - Student behavioral and academic meetings
- adopting and implementing model approaches to improving parental involvement
- 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 2012.

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 January 15, 2012.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.
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
- Parent-Teacher conferences held periodically throughout the academic year, as needed and dictated by the circumstances of individual students

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
- Bi-quarterly student progress reports

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
- Teacher and administrator access via the Parent Coordinator

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Open House
- Orientations
- 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:

- 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 the 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.

Additional Provisions

Student Responsibilities:

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 our classmates, teachers, principals, school staff, parents and ourselves;
- Attend school regularly and be on time;
- Believe that we can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do our best in our work and our behavior;
- Ask questions if we do not understand school or homework assignments;
- Complete and return our homework on time;
- Observe the classroom and school rules set by our teachers, our principal and the Department of

Education;

- Work cooperatively with our classmates;
- Respect school property;
- Take pride in our work and our school;
- Do our homework every day and ask for help when we need to;
- Read at least 30 minutes every day outside of school time;
- Give to our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day.

SIGNATURES:

| | | |
|---------------|------------------|----------------|
| _____ | _____ | _____ |
| SCHOOL | PARENT(S) | STUDENT |
| _____ | _____ | _____ |
| DATE | DATE | DATE |

(Please note that signatures are not required)

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09x339 **School Name:** I.S. 339

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

GRADES 6-8 ELA & MATH:

From the 1/11 JIT:

- A written curriculum for each core subject is in place; however, the framework does not include explicit student goals for each curricular area, integrated resources to enhance instruction, or specific plans for the role of technology to increase student engagement.
- Curriculum programs do not foster rigorous and engaging instruction. In the lessons observed, there was insufficient application of higher order thinking skills, problem solving and project-based learning to stimulate and engage the students.
- The scope and sequence documents are not fully aligned with New York State (NYS) Standards and not all teachers are provided with pacing calendars to support their planning.
- The written curriculum does not include a technology plan outlining teacher and student expectations, student engagement and technological integration across content areas.
- The school does not have a wide variety of instructional resources in curriculum planning to support the different learning styles of its students. Some content areas, e.g., science, have limited resources. Even when resources are plentiful, teachers do not always use these effectively to support group work or to challenge students.
- Although lesson planning templates are provided for most content areas, teachers are not consistently using these to plan their work.
- Grade 6 students with disabilities and ELLs are not being given equal access to the School of One program and any of the resources and strategies made available to their grade 6 peers.
- The implementation of the curriculum by teachers varies within and across content areas and delivery is not closely monitored in all classes.
- Teachers do not use technological resources, such as SMART Boards and laptops, as instructional aids for differentiated learning; instead, they are used as notetaking or communication devices.

FROM the 1/11 SQR:

- Teachers are collaboratively planning units; however, departments do not yet have curriculum maps that identify key skills and standards that will serve as a basis to assess student mastery over the course of the year. Therefore, teachers are limited in their ability to inform unit and assessment task planning and suitably engage students.
- Although the school has done work to define elements of rigor, it is not yet consistently reflected in all classroom tasks across grades and subject areas, thus preventing all students from being appropriately challenged.

- Although school leaders have identified student engagement as a goal, they have not yet clearly defined the key classroom elements making this an effective practice leading to uneven levels of student engagement across classrooms. This hinders the effective monitoring of progress in this area.
- While administrators and teachers refer to rigor, engagement and differentiation as priorities, there are a lack of clear and consistent definitions and identified evidence to support these practices. As a result, classroom pedagogy is unevenly aligned to the curriculum.
- Although the school has developed a classroom visitation tool that focuses on rigor, engagement and differentiation, and has been used for informal walk-throughs, as of this date administrators have not extended the use of this tool during a full team walk-through. This limits its effectiveness of providing suitable feedback to build teachers' capacity around common instructional foci.
- Formal observations are not currently consistent in terms of foci or specificity of feedback around the school's instructional focus. This prevents teachers from having clear next steps for improvement to support attaining school-wide goals.
- Goal setting at the POD team level is not yet consistent, as they do not yet use a unified practice of setting SMART goals for the subgroups of students for whom they are responsible. As a result, many of the POD's goals are not clearly connected to classroom practice, thus hindering the ability to plan for student improvement and to measure their progress towards mastery.
- Strengthen the current advisory structure to ensure the coordination of social and emotional support for all students in order to maximize student achievement.
- The school has dedicated time for advisory but advisors do not currently serve as the formal liaison between school and home. The current practice of home contacts regarding academic and emotional concerns is not consistent across POD's, thus making it difficult to coherently track whether all students are receiving appropriate supports and interventions, and whether all families are suitably informed of their children's progress.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

6-8 ELA:

- **Targeted AIS program** (*for all students performing between 2.55 and 2.96 on NYS ELA assessment*)
 - a. Reading interventions
 - b. Running records and SRI diagnostics
 - c. Student reading conferences
 - d. Skill development
 - e. Classroom push-ins to support learning through small group work
 - f. Achieve 3000 pull-out to support content area reading development
- **Teacher professional development in targeted areas to improve student reading**
 - a. Teacher Effectiveness Rubric (*as part of Transformative School work*)
 - b. Test sophistication
 - c. Student reading tracking
 - d. Reading conferences
 - e. Data usage
 - f. Academic rigor
 - g. Instructional differentiation
 - h. Lesson and unit planning (*including alignment to Common Core and NYS standards*)
 - i. Assessment (*diagnostic, formative, summative*)
- **After-school programs and extra-curricular academies**
 - a. SCAN SES program
 - b. In-house reading programs
 - i. Read 180 for low-level readers
 - ii. System 44 for ELLs
 - c. Vacation Academies
 - i. Language acquisition for ELLs
 - ii. Reading skill development for Level 1 and Level 2 students
 - iii. STARS
 - d. Saturday Academy
 - i. Language acquisition for ELLs
 - ii. Reading skill development for Level 1 and Level 2 students
 - iii. STARS

6-8 MATH:

- **Targeted AIS program** (for all students performing between 2.50 and 2.95 on NYS Math assessment)
 - a. Differentiated math interventions through NYC Acuity
 - b. Math diagnostics
 - c. Student math conferences
 - d. Skill development
 - e. Classroom push-ins to support learning through small group work
- **Teacher professional development in targeted areas to improve mathematics**
 - a. Teacher Effectiveness Rubric (as part of Transformative School work)
 - b. Test sophistication
 - c. Student math tracking, focusing on grade-level standards and strands
 - d. Math conferences
 - e. Data usage
 - f. Academic rigor
 - g. Instructional differentiation
 - h. Lesson and unit planning (including alignment to Common Core and NYS standards)
 - i. Assessment (diagnostic, formative, summative)
- **After-school programs and extra-curricular academies**
 - a. SCAN SES program
 - b. In-house math programs
 - i. NYC Acuity
 - ii. STAMS
 - c. Vacation Academies
 - i. Language acquisition for ELLs
 - ii. STAMS
 - d. Saturday Academy
 - i. Language acquisition for ELLs
 - ii. STAMS

Part B: For Title I SINI Schools Only

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

Teacher Effectiveness (via NYS Transformation School Model)

- Rubric-based observations and feedback
- Data usage

Curriculum Development

- Units of study
- Pacing calendars
- Curricular maps
- Common assessments

Student Support

- Dealing with difficult students / students at risk
- Classroom management training (through *Ramapo for Children*)

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

Master and Turnaround Teacher Program

- 2 master teachers
- 1 turnaround teacher

Teacher Professional Development

- Differentiated Professional Development
 - Based on teacher professional goals, classroom observations, staff needs analyses

- Leadership Opportunities for teachers
 - Administrative internships

Pod and Content Area Facilitators (*Small Learning Communities*)

- Daily meetings (Content Area and Student Support) will allow seasoned teachers to mentor beginning teachers

3. 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.

Notification Letter

- Information regarding accountability status and changes
- Translated into all languages spoken by students
- Sent home with students and, via USPS, to homes
- By January, 2012

Parent Meeting

- All parents and guardians invited
- Forum for questions and answers
- By February, 2012

Continuous and Consistent Parent Contact

- Emails
- Letters
- Auto-dialed phone messages

SIG-ARRA FOR 2011-2014
School Improvement Grant Implementation Plan
Action Planning Document for PLA Schools: 2011-12 and Beyond

The New York City Department of Education (“NYCDOE”) is preparing its 2011-2012 School Improvement Grant (“SIG”) application that will be submitted to the State Education Department (“SED”) in April 2011. The NYCDOE is preparing an application for all schools identified as Persistently Low Achieving (“PLA”) even though not all PLA schools have an identified intervention model.

As principal of IS 339, a PLA school, we are seeking your input for your school’s SIG application. The reform strategies that you will outline in this **School Improvement Grant Implementation Plan** are applicable to both the Turnaround and the Transformation model. The NYCDOE has not made a decision about which PLA model will be implemented at your school. It is important to remember that no school leadership changes are being proposed at this time. In the event that your school is a recipient of these funds, this plan should outline how you would utilize the SIG funding.

To Know:

- The purpose of the **School Improvement Grant Implementation Plan** is for schools identified as PLA to document a set of strategies that the school will seek to deploy.
- *This School Improvement Plan spans a three-year period (including summer 2011); schools are expected to indicate the intention of their reform activities over that time. Schools that have completed a **Restructuring Plan** will find that many of the activities are similar to what they have already proposed for that grant. Those schools are welcome to either expand on those plans or cut/paste those activities, if appropriate, to reflect plans already in place.*
- These plans must not be incremental shifts in the way the school operates. Rather, the school leadership team should be committed to integrating significant changes and be ready to restructure how the school has traditionally operated in order to allow the changes to be incorporated and take effect.
- Based on your school’s weighted enrollment, you are eligible to propose a SIG-funded improvement plan for the following maximum amounts over the course of the three year period:
 - Year 1: \$ 1000000
 - Year 2: \$ 800000
 - Year 3: \$ 650000

*Please note that activities planned for summer 2011, related to your improvement efforts, should be budgeted into Year 1.

To Do:

- Please complete and submit all parts of the **School Improvement Grant Implementation Plan**:
 - Part I: Propose activities, program, and/or strategies for which your school seeks SIG funding
 - Part II: Indicate baseline data, identify additional support needed to carry out strategies listed in Part I, and please rank your top five priorities from your proposed strategies
 - Part III: Confirm key stakeholders’ participation in school improvement plan
 - Budget Worksheet: Tally school’s estimate budget request for all three years

- **Please submit your Plan by April 1, 2011 as follows:**
 - Parts I, II and Budget Worksheet via **E-MAIL** to Transformation@schools.nyc.gov
 - Part III via **FAX** to (212) 374-5760 (attn: Office of School Development)

Resources:

- Please use your CEP, JIT report, Quality Review feedback, Progress Report, and/or SED accountability data when filling out your SIG Implementation Plan.
- The attached **Overview of SIG Implementation Plan** document provides background and overview information on SED’s PLA designation, SIG funding, the Master and Turnaround Teachers, and SIG vocabulary.
- Pages 1-3 of the **Overview of SIG Implementation Plan** document include a full listing of Required Activities and examples of corresponding Permissible Activities.

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

- Pages 4-6 of the **Overview of SIG Implementation Plan** document include information about the Master and Turnaround Teacher model.
- Complete the accompanying SIG Budget Worksheet [in Excel] for guidance on cost factors that the school may consider for expenses related to its improvement plan.
- Please contact your Network Leader if you have questions or need assistance in completing this plan

SIG-ARRA FOR 2011-2014
School Improvement Grant Implementation Plan
Action Planning Document for PLA Schools: 2011-12 and Beyond

Part I: Description of School’s Plan for SIG Activities

- **Part I** is for your school to propose the activities, programs, and/or strategies, for each Required Activity *for which you seek SIG funding*. You must fill out a description of actions for all six Required Activities.
- Please give a *brief description of specific actions* that the school seeks to implement, along with a *timeframe* for the intended activities and *associated cost*.
 - a. **Description of specific actions:** Keep succinct; you may use bullets. No need to write a full narrative but indicate who, what, and for what purpose. Please specify vendors if any are involved and the type(s) of services they will offer.
 - b. **Timeframe and Rationale:** Sufficient to indicate “Year 1,” “Year 2,” “Year 3,” or a specific timeframe if you choose (“Dec 2011-Feb 2011,” “summer 2011”) and explain why you chose this timeframe.
 - c. **Associated cost*:** Please indicate if PS or OTPS and the specific cost factors involved. Show the total cost per year in the given columns. Year 1 may include summer 2011 activities. Use the provided Budget Worksheet (Excel) for specific cost factors and ARRA fringe rates.
**FUNDING NOTE:* ARRA Spending Guidelines apply for the School Improvement Grant-funded activities that are outlined in your school’s plans. Please also note that all vendors from which the school will make purchase orders or contract for professional services *must be ARRA-eligible vendors*. This includes any purchases below \$25,000 (DOE’s no-bid policy does not apply). We encourage you to check that any vendor that you plan to work with is contracted and ARRA-eligible; please consult with your Network leader if you have any questions.

Example:

Increasing learning time and creating community-oriented schools

What specific set of activities or programs would your school implement to establish schedules and strategies to provide increased learning time?

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Cost of Activity | Year 2 Estimated Cost of Activity | Year 3 Estimated Cost of Activity |
|---|--|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Implement extended day program with ABC Company for afterschool credit recovery and accumulation, advisory, and peer tutoring for 10 th -12 th graders, and career and college counseling for 11 th -12 th graders... | Planning & training to occur in summer 2011. The program will be formally implemented in fall 2011 for implementation Years 1-3. | Year 1-3: OTPS: ABC Company: \$350,000/year Year 1 only: PS – 200 hrs x 8 teachers x \$43.15/hr = \$69,040 per year Year 2-3: PS – 300 x 3 aides x \$20 = \$18,000 per year | \$437,040 | \$368,000 | \$368,000 |

- You may choose to include and indicate plans for “Permissible Activities” (identified by the shaded response box) in addition to the Required Activities. If your school decides not to implement a “Permissible Activity,” you may leave the boxes blank. **(See attached document of Required and Permissible Activities)**
- Feel free to add rows as needed for each activity under which the school is proposing a plan of action.

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

Please complete the contact information below:

| | |
|-------------------------------|--------------------|
| DBN & School Name: | 09X339, C.I.S. 339 |
| School Leader: | Kim S. Outerbridge |
| Network Leader: | Emily Sharrock |

Developing and increasing teacher and school leader effectiveness

- REQUIRED ACTIVITY:** Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| Committee to identify appropriate professional development related to content-aligned instruction. | Year 1 | PS | 12,000 | | |
| PD from outside organization | Year 1, 2 | PS | 48,000 | 48,000 | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$60,000 | \$48,000 | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

REQUIRED ACTIVITY: Each school is expected to *hire at least one* Master or Turnaround Teacher. Master teachers carry a reduced teaching load and provide ongoing professional development to teaching staff. Turnaround teachers are highly effective educators who model excellent practice by achieving significant results with their students. **Please refer to the Master and Turnaround Teacher information guide.**

At this time, it will be helpful to know in what subject/content areas and grade levels your school would seek to hire a Master or Turnaround teacher. *Please indicate in the unshaded column.* Note that each school is permitted to hire more than one, but that SIG funding would only qualify to cover the teacher's increased pay (differential), and not the entire salary itself. Please add additional rows if you are looking to hire more than one Master and/or Turnaround Teacher. Provided costs are *average* salaries only; it is anticipated that these figures may adjust once the school selects and hires its Master/Turnaround Teacher(s).

| Type of Teacher | Grade Level (Elementary/Middle /High School) | Subject area sought | Estimated Cost Per MT or TT (Average salary + differential) | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|---|---------------------|--|--|--|--|
| Master Teacher | Middle School | ELA, Science | Avg \$24,000 per year for increased pay (Calculated at Avg Full Salary: \$80,000 + 30% increased pay + fringe= \$139,682) | \$48,000 | \$96,000 | \$96,000 |
| Turnaround Teacher | Middle School | Social Studies | Avg \$12,000 per year for increased pay (Calculated at Avg Full Salary: \$80,000+15% increase pay + fringe = \$123,565) | \$12,000 | \$48,000 | \$48,000 |
| Activity Sub-Total For Each Year: | | | | \$60,000 | \$154,000 | \$154,000 |

a) **PERMISSIBLE ACTIVITY:** Institute a system for measuring changes in instructional practices resulting from professional development.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|---|--|--|--|--|
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

Comprehensive instructional reform strategies

2. **REQUIRED ACTIVITY:** Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|---|--|--|--|--|
| Supervisors and all other staff members of all grades in each content area will meet to: Write curriculum in all content areas Align assessments/instruction/curriculum through collaborative inquiry experiences (90% of the staff) before and after school Identify strategies to be used to effect teacher practices. . | Year 1 | PS (per session) 12 teachers x3hrs per weekx33weeks (\$41.98) 4 Supervisors x 33 weeks (Facilitation of curriculum writing and common core training) Estimated 5-8 hours per week – preparation and participation (\$43.93) | \$49,872.24 \$46,390.08 | 100,000 | |
| Purchase curricular items (800 x \$200/student) | Year 1 | OTPS | \$160,000 | | |
| Supplementary materials (workbooks, etc.) | Year 1, 2 | OTPS | \$35,750 | \$20,375 | |
| | | | | | |
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$292,012.32 | \$120,375 | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

3. **REQUIRED ACTIVITY:** Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| Instructional coach | Year 2, 3 | PS | | 160,000 (2X) | 160,000 (2X) |
| AIS teachers | Year 1, 2, 3 | PS | 80,000 | 160,000 (2X) | 160,000 (2X) |
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$80,000 | \$320,000 | \$240,000 |

- a) **PERMISSIBLE ACTIVITY:** Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

- b) **PERMISSIBLE ACTIVITY:** Implement a school wide “response-to-intervention” model.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| | | | | | |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

| | | | | | |
|--|---|--|--|-----------|-----------|
| | <i>Year 2, Year 3 or a specific range of dates)</i> | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | | \$ | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

- c) PERMISSIBLE ACTIVITY: Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|---|--|--|--|--|
| IEP Teacher 3 bilingual Educational Assistants : To support newcomers and transitional students in the classroom. To provide small group instruction for ELL students | Year 1, 2, 3 Year 1 | PS PS | 80,000 90,000 | 80,000 | 80,000 |
| Activity Sub-Total For Each Year: | | | \$170,000 | \$80,000 | \$80,000 |

- d) Use and integrate technology-based supports and interventions as part of the instructional program.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|---|--|--|--|--|
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

In secondary schools [activities (e) to (h) are all PERMISSIBLE ACTIVITIES]--

- e) Increases rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

- f) Improve student transition from middle to high school through summer transition programs or freshman academies.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

g) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

h) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

Increasing learning time and creating community-oriented schools

4. REQUIRED ACTIVITY: Establish schedules and strategies to provide increased learning time.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|---|--|---|---|---|---|
| Saturday Academy - staffing | Year 1 | PS | 65,000 | | |
| Saturday Academy - materials | | OTPS | 36,000 | | |
| Vacation Academies (2) 15 teachers x 24 hours x 2 academies (\$41.98) 1 supervisor x 24 hours x 2 acadmies (\$43.93) | Year 1 | PS | 30,225.60 | | |
| Activity Sub-Total For Each Year: | | | \$131,225.60 | \$ | \$ |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

5. **REQUIRED ACTIVITY:** Provide ongoing mechanisms for family and community engagement.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|--|---|---|---|---|
| “Ramapo for Children” will provide PD for teachers and on-site assistance with classroom management and communicating effectively with students and families | Year 1, 2, 3 | OTPS | 45,000 | 180,000 | 176,000 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$45,000 | \$180,000 | \$176,000 |

SIG-ARRA FOR 2011-2014

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

- a) PERMISSIBLE ACTIVITY: Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|---|--|--|--|--|
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

- b) PERMISSIBLE ACTIVITY: Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|---|--|--|--|--|
| | | | | | |
| Activity Sub-Total For Each Year: | | | \$ | \$ | \$ |

- c) PERMISSIBLE ACTIVITY: Improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

| Description of Specific Actions that School Plans to Implement <i>(Please indicate who, what, and for what purpose)</i> | Timeframe and Rationale <i>(Please indicate Year 1, Year 2, Year 3 or a specific range of dates)</i> | Associated cost with the action <i>(Please indicate PS or OTPS)</i> | Year 1 Estimated Total Cost of Activity | Year 2 Estimated Total Cost of Activity | Year 3 Estimated Total Cost of Activity |
|--|---|--|--|--|--|
| 2 full-time deans | Year 1, 2, 3 | PS | 160,000 | 160,000 | 160,000 |
| Activity Sub-Total For Each Year: | | | \$160,000 | \$160,000 | \$160,000 |

Checking Your School's Plan Costs (Scratch Page)

SIG-ARRA FOR 2011-2014
School Improvement Grant Implementation Plan
Action Planning Document for PLA Schools: 2011-12 and Beyond

THIS PAGE IS FOR YOUR REFERENCE. Use this page to check if your figures match with the Excel budget template for the total costs per year. List the subtotals from each of the activities to confirm the total amount budgeted. NOTE: Year 1 may include activities from summer 2011.

Developing and increasing teacher and school leader effectiveness

| | Year 1 | Year 2 | Year 3 |
|--|--------------------|------------------|------------------|
| 1. Required Activity: Ongoing, high quality, job-embedded professional development | \$60,000.00 | 48,000 | |
| Required Activity: Master & Turnaround Teachers | \$60,000.00 | 154,000 | 154,000 |
| a. <i>Permissible activity:</i> Institute system to measure change in instructional practices resulting from professional development. | | | |
| Sub-Total | \$120,000 | \$202,000 | \$154,000 |

Comprehensive instructional reform strategies

| | Year 1 | Year 2 | Year 3 |
|--|---------------------|------------------|------------------|
| 2. Required Activity: Use of instructional program that is research-based, vertically aligned, aligned with State academic standards | \$392,012.32 | 18,000 | |
| 3. Required Activity: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. | \$80,000.00 | 320,000 | 320,000 |
| a. <i>Permissible activity:</i> Conduct periodic reviews to ensure fidelity of curriculum implementation & effectiveness | | | |
| b. <i>Permissible activity:</i> Implement a school wide "response-to-intervention" model. | | | |
| c. <i>Permissible activity:</i> Professional development to teachers and principals to support students with disabilities in the least restrictive environment and limited English proficient students | \$170,000 | 80,000 | |
| d. <i>Permissible activity:</i> Use and integrate technology-based supports and interventions as part of the instructional program. | | | |
| e. <i>Permissible activity:</i> Increase rigor through advanced coursework | | | |
| f. <i>Permissible activity:</i> Improve student transition from middle to high school through transition programs/summer academies. | | | |
| g. <i>Permissible activity:</i> Increase graduation rates with appropriate programs (credit recovery, re-engagement, SLC, etc.) | | | |
| h. <i>Permissible activity:</i> Establish early-warning systems | | | |
| Sub-Total | \$542,012.32 | \$418,000 | \$320,000 |

School Improvement Grant Implementation Plan

Action Planning Document for PLA Schools: 2011-12 and Beyond

CONTINUED: Checking Your School's Plan Costs (Scratch Page)

Increasing learning time and creating community-oriented schools

| | Year 1 | Year 2 | Year 3 |
|--|---------------------|------------------|------------------|
| 4. Required Activity: Establish schedules and strategies to provide increased learning time. | \$131,225.60 | | |
| 5. Required Activity: Provide ongoing mechanisms for family and community engagement | \$45,000.00 | 180,000 | 176,000 |
| a. <i>Permissible activity:</i> Partner with parent & community organizations to create safe school environments and meet students' social, emotional and health needs | | | |
| b. <i>Permissible activity:</i> Extend or restructure school day for strategies to build relationships between students and school staff | | | |
| c. <i>Permissible activity:</i> Improve school climate and discipline | \$160,000.00 | | |
| Sub-Total | \$336,225.60 | \$180,000 | \$176,000 |

TOTAL BUDGET AMOUNTS ACROSS THREE YEARS:

Add up the Sub-Totals from above for each year. These amounts should line up with the Year 1, 2, and 3 totals from your Budget Template

| | | | |
|--------------------|----------------------|------------------|------------------|
| Grand Total | \$998,237.982 | \$800,000 | \$650,000 |
|--------------------|----------------------|------------------|------------------|

NOTE: The above Year 1 Total should match the total on the budget worksheet for "Pre-Implementation" plus "Year 1-Full Time Implementation"

SIG-ARRA FOR 2011-2014
School Improvement Grant Implementation Plan
Action Planning Document for PLA Schools: 2011-12 and Beyond

Part II: Additional Information for School's SIG Plan

Part II is for the school to indicate some baseline data and to notify DOE about what additional support is needed for the school to fully implement the required SIG activities. Also, please rank your top five priorities from your proposed strategies.

1. Please provide the following data, as available from 2009-2010 school year:

| | |
|--|--------|
| Number of minutes within the school year | 84,000 |
| Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes | 0% |
| Distribution of teachers by performance level on LEA's teacher evaluation system | |
| Teacher attendance rate | 91% |

2. Please identify the top five (5) priority action item from among all of the proposed strategies in your plan (i.e., from across all of the required activities, not necessarily one from each required activity) that the school sees as key to implementing the necessary changes for its school's improvement. Feel free to simply cut and paste a short phrase from that item.

| |
|----------------------------------|
| 1. Hire 1 instructional coaches |
| 2. Hire 3 full-time deans |
| 3. Hire master teachers |
| 4. Align PD to curriculum |
| 5. Hire 2 full-time AIS teachers |

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

3. What specific obstacles or issues does the principal and/or school leadership team face and needs support from DOE, networks, or other sources to address so that the school leadership team is able to fully implement the plan? (e.g., specific technical assistance currently not available, staff-related counsel, access to certain vendors, DOE policy changes, etc.)

- Aligned professional development
- Embedding PD to make it sustainable
- Identifying resources and interventions
- Training staff on interventions

4. Are there any other concerns or questions that you wish to surface with DOE related to the school's plan?

Ours are mostly hiring and personnel needs, since our operating budget was at such a shortfall earlier this academic year. In order to turn around the school, one of our strategies will be to utilize consultants, specialist, and out-of-classroom personnel.

5. What professional leadership development or ongoing support would be sought for the school leader and/or the school leadership team to ensure that they are supported to lead and execute the school's plan?

- Identifying and working with professional agencies and/or partners.
- Identifying and hiring master teachers and instructional coaches.

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Part 3: Consultation and Collaboration Form

Please have the key stakeholders from your school community involved in developing its SIG improvement plan—*except the parent representative*—sign below.

Please have the Parent Representative only complete the Consultation/Collaboration form on the next page. These two pages should be ***faxed*** to **(212) 374-5760 (attn: Office of School Development)**

| | |
|---|--|
| School Leader <i>(please print):</i> | |
| Signature: | |

| | |
|---|--|
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

| | |
|---|--|
| Signature: | |
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |
| SLT Member/Position: | |
| | |
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |
| SLT Member/Position <i>(please print):</i> | |
| Signature: | |
| SLT Member/Position: | |
| Signature: | |

| | |
|--|--|
| Network Leader <i>(please print):</i> | |
| Signature: | |

Draft

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: **New York City Department of Education**

BEDS Code:

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA’s School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA’s School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA’s School Improvement Grant Application.

| 1. Individuals Consulted | 2. Individual’s Title and Constituency Group Represente | 3. Date and Method of Consultation | 4. Signatures Unobtainable/ Summary of Documentation |
|--------------------------------|--|---------------------------------------|---|
| Individual’s Name (Print/Type) | | | |
| Signature | | | |
| Individual’s Name (Print/Type) | | | |
| Signature | | | |
| Individual’s Name (Print/Type) | | | |
| Signature | | | |

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|-------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Michael Alcott | District 9 | Borough Bronx | School Number 339 |
| School Name I.S. 339 | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|---|--|
| Principal Ms. Outerbridge | Assistant Principal Ms. Cruz |
| Coach Mr. Prinstein A.P. | Coach |
| ESL Teacher Ms. Cowan | Guidance Counselor MS. Rodriguez |
| Teacher/Subject Area Ms. Miller/ESL | Parent Carmen Ramos |
| Teacher/Subject Area Ms. Stoyanova/ESL | Parent Coordinator Mr. Echevarria |
| Related Service Provider Ms. Lee | Other Mr. Betancourt/Social Studies |
| Network Leader Mr. Schelino | Other Ms. Vazquez |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 4 | Number of certified bilingual teachers | 4 | Number of certified NLA/foreign language teachers | 1 |
| Number of content area teachers with bilingual extensions | 4 | Number of special education teachers with bilingual extensions | 1 | Number of teachers of ELLs without ESL/bilingual certification | 5 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 744 | Total Number of ELLs | 225 | ELLs as share of total student population (%) | 30.24% |
|------------------------------------|------------|----------------------|------------|---|---------------|

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. When a potential ELL is registered at I.S. 339 they are given the HLIS by the secretary, Ms. Patino. Then one of the ESL teachers, if possible that grade's ESL teacher, is called to administer the informal oral interview in English and the LAB-R within the first 10 days. The Spanish LAB is also administered within the first 10 days by . At the beginning of the year, all ELLs are giving a reading and writing baseline assessment from the appropriate level Milestones book. At the end of the year the NYSESLAT is administered to students by the ESL teachers, following an ELL periodic assessment in March.
2. Upon enrollment of a child who has been determined to be eligible for ELL services, parents are shown a video describing the three available programs for ELLs by the school parent coordinator. Additionally, each fall an open house hosted by the ESL and Bilingual team is held for all parents to describe the three program choices available to them. A Spanish translator will be present, and--when applicable--a French translator, as well. For any open house, parents will be contacted through letters home, flyers, and a mass call home in English and Spanish.
3. Entitlement letters are given to parents by the school secretary when they enroll their child. The parent coordinator follows up with families to ensure that the Parent Survey and Program Selection form is returned within 10 days. If the form is not returned within that time frame, the student is placed in a class at the grade-level ESL teacher's discretion, while we continue trying to recover the form.
4. After the thorough explanation of the programs and services parents make an informed choice of placement in the program which best suits their child's needs. Designated Spanish and French speaking staff are available to assist the parent in their decision. If the parent does not speak one of these languages, the office will call the DOE translation unit number or use google translator. Additionally, parents are informed of their right to withdraw their child from a bilingual program, but not from mandated ESL services.
5. 95% of parents coming from a Spanish-speaking country choose Transitional Bilingual Education. Students who studied at bilingual or English schools sometimes choose ESL. 100% of students who do not speak Spanish choose ESL.
6. C.I.S. 339 offers the TBE and ESL programs. This aligns with parent requests.

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

This school offers (check all that apply):

| | | | |
|--|------|-----|---------------------------------------|
| Transitional bilingual education program | Yes❄ | No● | If yes, indicate language(s): Spanish |
| Dual language program | Yes● | No❄ | If yes, indicate language(s): |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 225 | Newcomers (ELLs receiving service 0-3 years) | 109 | Special Education | 43 |
| SIFE | 19 | ELLs receiving service 4-6 years | 55 | Long-Term (completed 6 years) | 61 |

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 | 69 | 11 | 5 | 12 | 0 | 7 | 5 | 0 | 5 | 86 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 33 | 8 | 1 | 45 | 0 | 14 | 61 | | 11 | 139 |
| Total | 102 | 19 | 6 | 57 | 0 | 21 | 66 | 0 | 16 | 225 |

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 | | | | | | | 18 | 35 | 31 | | | | | 84 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 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 |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Urdu | | | | | | | | | | | | | | 0 |
| 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 | 18 | 35 | 31 | 0 | 0 | 0 | 0 | 84 |

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | 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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|------------|
| Spanish | | | | | | | 38 | 45 | 40 | | | | | 123 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | 1 | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | 2 | 1 | 2 | | | | | 5 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 3 | 4 | 5 | | | | | 12 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 51 | 47 | 0 | 0 | 0 | 0 | 141 |

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1.

a. The majority of ELLs are grouped by pod within their grade. ESL teachers push-in to various classes with these students; some ELA classes, as well as some science and social studies classes. Teachers have arranged push-in so that students are receiving their required minutes, and are getting language assistance in a variety of settings. In seventh and eighth grade there are more ELLs than can fit in one pod. There are also students in all grades who have IEPs and have been placed in a variety of different settings (CTT, 10 to 1). ESL teachers push-in in some cases and pull-out in other cases in order to meet with all of these students.

b. We follow a block schedule. Students are grouped by class and arranged according to ability level when possible. In the Transitional Bilingual class in each grade, students are primarily beginners along with some intermediate students, at the ESL teacher and content area teacher's discretion. Students in the ESL-only program are grouped according to language ability level; intermediate students are primarily grouped together, and advanced students are grouped together, again based on teachers' discretion. Students who are ELLs but are placed outside the ELL pod have been placed according to their IEPs, not their English level. The ESL teachers either push-in or pull-out to meet their language needs.

2. There is a total of three ESL teachers. There is one ESL teacher assigned to each grade. Each teacher is responsible for meeting all ELLs in her pod, as well as any placed outside of her pod. The Spanish teacher meets with Spanish-speaking ELLs to provide Native Language Arts.

a. In the transitional bilingual classes, students have 45 minutes of ESL-only instructional minutes each day. The ESL teacher also pushes into various classes such as ELA, Science or Social Studies, and sometimes pulls out, in order to meet the required 360 minutes a week for beginner and intermediate students, and 180 minutes for advanced students. All students received a minimum of 180 minutes of ELA a week. We are in the process of restructuring the NLA program. All students in the transitional bilingual classes receive math in Spanish and some students receive other classes in their native language as well.

3. For the TBE program, Science is taught in English with targeted native language support to students in all grades. With the exception of 7th grade, this applies to Social Studies, as well. In 7th grade, students receive Social Studies instruction in their native language with second language support. Content teachers consult with ESL teachers during pod meetings for support and to exchange best practices. In some cases an ESL teacher pushes in to content classes, too. Math instruction occurs in Spanish in all grades.

For the ESL-only program, all content areas are taught in English employing ESL-specific strategies.

Instructional approaches and methods include bilingual word walls, use of bilingual Math and Social Studies textbooks, use of multi-leveled texts, use of bilingual glossaries and Google Translate, graphic organizers, visual aides, kinesthetic activities, incorporation of multimedia into lessons, reader's theater, Cornell notes and the Frayer model.

4. Spanish speaking students receive the Spanish LAB.

5.

a. 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 programs 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 in the classroom, in pull-out programs, in after school programs and Saturday Academy 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. 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, in pull-out programs, in after school programs and Saturday Academy to hasten English language acquisition for 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. All newcomers also receive 45 minutes of intensive ESL each day.

c. 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 a school counselor to investigate the necessity of creating an IEP for the student.

A. Programming and Scheduling Information

d. 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, and common content assessments, we can review and revise individual student instructional plans for student success. 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 a school counselor to investigate the necessity of creating an IEP for the student.

6. 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. 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

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | | |
|-------------------------------|---|--------------|----------|
| 100% | 7. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, ESL teachers push-in or pull-out. | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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, reading and writing are met through a combination of instruction being delivered by following the TBE model for beginner ESL classes. Bilingual classes use the following Spanish-English TBE model: 60-40 for the beginning of the school year; 50-50 in the middle of the school year; 75-25 at the end of the school year. As the students acquire more English, the ratio shifts to reflect their language acquisition. In addition,

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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, reading and writing are met through a combination of instruction being delivered by following the TBE model for beginner ESL classes. Bilingual classes use the following Spanish-English TBE model: 60-40 for the beginning of the school year; 50-50 in the middle of the school year; 75-25 at the end of the school year. As the students acquire more English, the ratio shifts to reflect their language acquisition. In addition, During independent reading, teachers conference with ELLs. They also conference with lower-performing ELLs in other content classes. Our school also promotes writing a five-paragraph essay in all content areas. Programs like System 44, Achieve 3000, Milestones and Rosetta Stone are used during AIS (Academic Intervention Services), after school and Saturday Academy.

9. ELLs who have reached proficiency on the NYSESLAT still receive time and a half when they take their state tests. These students are also targeted with System 44 during AIS. Based on the space available, some of these students remain on the ELL pod after passing the NYSESLAT and continue to receive ESL services in order to more easily transition to mainstream classes in the future.

10. This year, ELLs will be using System 44 and Achieve 3000 during an after-school program and Saturday Academy. Both of these programs are new to the school this year, and hope to strengthen ELLs' phonics, reading and writing skills. In addition, the ELA and ESL teacher are receiving subscriptions to Reading A-Z this year in order to facilitate differentiation in reading.

11. Rosetta Stone will likely be discontinued this year because of funding.

12. All communication about school programs is translated into Spanish. In addition, ELLs are given preference for admission into both Saturday Academy and after-school intervention programs. Many ELLs also take advantage of our SCAN programs after-school.

13. We have three levels of Milestones textbooks and workbooks available to our ESL and TBE classes. All classes utilize a variety of instructional materials and technology to access ELLs. These include classroom libraries, powerpoints, smartboards, laptops, iPads, traditional glossaries, dictionaries, Reading A-Z, and projectors.

14. The TBE model utilizes Google translate, and Spanish-language texts to support native language learning. Additionally, student work produced in Spanish is occasionally accepted in various content area classes. The ESL model also utilizes Google translate to assist when necessary. Students are also encouraged to read content-relevant texts in their native language whenever possible and productive. Some content area classes have para-professional support. The TBE classes also receive Native Language Arts Class.

15. Required services support and correspond to ELL's classes. Students who have been held back are not placed according to their age.

16. We currently have no program in place for students before the beginning of the school year. By August 2012 we will have a parent welcome open-house.

17. A few classes receive Spanish.

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

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)?

| | | | |
|---|--|--|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
|---|--|--|----------------------|

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 principal and assistant principals. Both the principal and assistant principals are charged with planning and structuring meaningful professional development that meets the needs of our faculty in the bilingual and ESL department, as well as all subject area 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. In addition, Mr. Pablo Schelino, Director of ELL Support, assists all teachers working with ELLs by providing strategies and models.

2. The principal sends guidance counselors, teachers and the parent coordinator to the middle school open house to meet with students transitioning from elementary to middle school. Assemblies are held for parents throughout the year, and guidance counselors are available to assist students in their transition. Teachers and other staff who speak students' native language provide translation between students, teachers and parents. Our bilingual guidance staff arranges visits from high schools which specialize in new immigrants. During these visits, students experience a short presentation about the prospective high school. All such presentations are enhanced by the presence of a Spanish-language translator. In addition, the 8th grade ESL teacher conferences with students during lunch and after-school to ensure ELLs understand how to read the high school books. These practices allow students to make an informed decision and select their best possible high school.

3. Professional Developments contributing toward the minimum 7.5 hours of ELL training for all staff include topics such as diagnosing student needs by using ARIS, gathering year-end data to assess growth of ELL students, and analyzing and interpreting year-end data to track growth of ELL students for the upcoming year. Other appropriate PDs will be selected at the principal and assistant principals' discretion.

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

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 has a PA (Parent Association) which parents are notified about through a bilingual flyer sent home from school. 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. Calendars and other flyers are printed and given out at school for parents to learn about news. Flyers are offered in both English and Spanish.

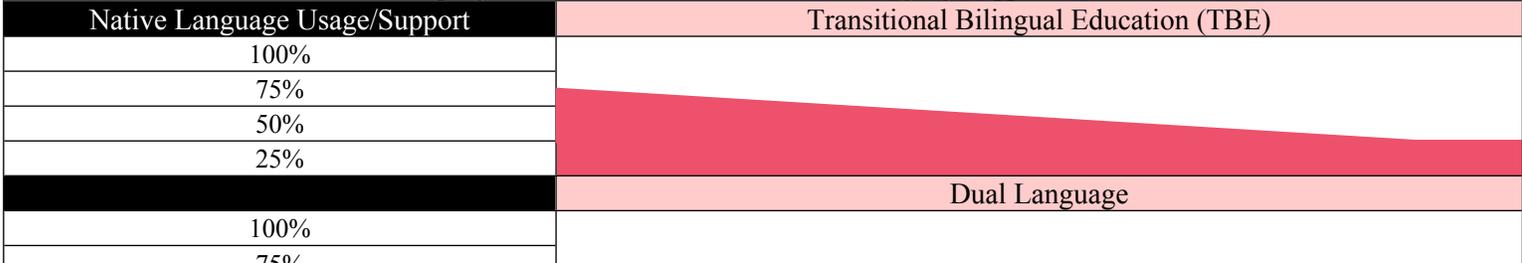
2. C.I.S. 339 does not currently partner with another agency to provide workshops or services to parents.

3. The parent teacher coordinator distributes surveys, parent-teacher conferences alert teachers of parents' needs, and the guidance counselors reach out to our parents. We also address individual parents' concerns.

4. Many of our students' parents are also English language learners. In order to encourage learning throughout the entire family, as well as boost Saturday Academy attendance, we offer Rosetta Stone. The other meetings listed above also give parents a chance to communicate any problems or concerns with teachers.

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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, reading and writing are met through a combination of instruction being delivered by following the TBE model for beginner ESL classes. Bilingual classes use the following Spanish-English TBE model: 60-40 for the beginning of the school year; 50-50 in the middle of the school year; 75-25 at the end of the school year. As the students acquire more English, the ratio shifts to reflect their language acquisition. In addition, During independent reading, teachers conference with ELLs. They also conference with lower-performing ELLs in other content classes. Our school also promotes writing a five-paragraph essay in all content areas. Programs like System 44, Achieve 3000, Milestones and Rosetta Stone are used during AIS (Academic Intervention Services), after school and Saturday Academy.
9. ELLs who have reached proficiency on the NYSESLAT still receive time and a half when they take their state tests. These students are also targeted with System 44 during AIS. Based on the space available, some of these students remain on the ELL pod after passing the NYSESLAT and continue to receive ESL services in order to more easily transition to mainstream classes in the future.
10. This year, ELLs will be using System 44 and Achieve 3000 during an after-school program and Saturday Academy. Both of these programs are new to the school this year, and hope to strengthen ELLs' phonics, reading and writing skills. In addition, the ELA and ESL teacher are receiving subscriptions to Reading A-Z this year in order to facilitate differentiation in reading.
11. Rosetta Stone will likely be discontinued this year because of funding.
12. All communication about school programs is translated into Spanish. In addition, ELLs are given preference for admission into both Saturday Academy and after-school intervention programs. Many ELLs also take advantage of our SCAN programs after-school.
13. We have three levels of Milestones textbooks and workbooks available to our ESL and TBE classes. All classes utilize a variety of instructional materials and technology to access ELLs. These include classroom libraries, powerpoints, smartboards, laptops, iPads, traditional glossaries, dictionaries, Reading A-Z, and projectors.
14. The TBE model utilizes Google translate, and Spanish-language texts to support native language learning. Additionally, student work produced in Spanish is occasionally accepted in various content area classes. The ESL model also utilizes Google translate to assist when necessary. Students are also encouraged to read content-relevant texts in their native language whenever possible and productive. Some content area classes have para-professional support. The TBE classes also receive Native Language Arts Class.
15. Required services support and correspond to ELL's classes. Students who have been held back are not placed according to their age.
16. We currently have no program in place for students before the beginning of the school year. By August 2012 we will have a parent welcome open-house.
17. A few classes receive Spanish.

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. In emergent literacy taught in child's native language first (sequential) or both languages taught at the same time (simultaneous)?

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 principal and assistant principals. Both the principal and assistant principals are charged with planning and structuring meaningful professional development that meets the needs of our faculty in the bilingual and ESL department, as well as all subject area 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.

In addition, Mr. Pablo Schelino, Director of ELL Support, assists all teachers working with ELLs by providing strategies and models.

2. The principal sends guidance counselors, teachers and the parent coordinator to the middle school open house to meet with students transitioning from elementary to middle school. Assemblies are held for parents throughout the year, and guidance counselors are available to assist students in their transition. Teachers and other staff who speak students' native language provide translation between students, teachers and parents.

Our bilingual guidance staff arranges visits from high schools which specialize in new immigrants. During these visits, students experience a short presentation about the prospective high school. All such presentations are enhanced by the presence of a Spanish-language translator. In addition, the 8th grade ESL teacher conferences with students during lunch and after-school to ensure ELLs understand how to read the high school books. These practices allow students to make an informed decision and select their best possible high school.

3. Professional Developments contributing toward the minimum 7.5 hours of ELL training for all staff include topics such as diagnosing student needs by using ARIS, gathering year-end data to assess growth of ELL students, and analyzing and interpreting year-end data to track growth of ELL students for the upcoming year. Other appropriate PDs will be selected at the principal and assistant principals' discretion.

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 has a PA (Parent Association) which parents are notified about through a bilingual flyer sent home from school. 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. Calendars and other flyers are printed and given out at school for parents to learn about news. Flyers are offered in both English and Spanish.

2. C.I.S. 339 does not currently partner with another agency to provide workshops or services to parents.

3. The parent teacher coordinator distributes surveys, parent-teacher conferences alert teachers of parents' needs, and the guidance counselors reach out to our parents. We also address individual parents' concerns.

4. Many of our students' parents are also English language learners. In order to encourage learning throughout the entire family, as well as boost Saturday Academy attendance, we offer Rosetta Stone. The other meetings listed above also give parents a chance to communicate any problems or concerns with teachers.

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) | | | | | | | 13 | 26 | 20 | | | | | 59 |
| Intermediate(I) | | | | | | | 18 | 23 | 22 | | | | | 63 |

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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. All students are administered a reading SRI. This gives teachers data which can be translated into diagnostic tools such as their Fountas and Pinnell reading level. The results of the SRI are used to assign books to students for in class work and homework, measure their progress, and create reading groups.

2. After studying our LAB-R and NYSESLAT data, we recognized that there is no clear pattern to anticipate beginning, intermediate and advanced students across the grades. This is because our school admits many new students each year--both at the start of school and throughout the school year. Traditionally, our students in all grades perform higher on the Listening and Speaking sections of the NYSESLAT than the Reading and Writing portion.

3. Because of the aforementioned discrepancy between Listening and Speaking scores and Reading and Writing scores, reading and writing are being emphasized in all content classes. The ELLs are taking part in a school wide initiative to emphasize writing five-paragraph essays in every core class--not just in ELA. In addition, in order to boost NYSESLAT writing scores, teachers will use Reading A-Z to make sure students at all language levels are reading in English. Guided reading assessments will be used to check progress. System 44, Achieve 3000, and Rosetta Stone will be used to give ELLs intensive phonics instruction.

4. a) Across grades, beginners perform poorly on tests in English and better on tests in the native language, although SIFE students also struggle with tests in their native languages. Intermediate students perform better on English test than beginner students, but still do better on native language tests. For advanced students, they perform better on English tests than intermediate and beginner students do, but their skill level correlates to how long they've been in the program. Some long-term ELLs are not literate in their first language. These patterns are true of students both in the TBE and the ESL programs.

b) Last year, we did not have any periodic assessment calendar in place for the ELLs. We identified this as a weakness in our program, and this year we will take advantage of the state's ELL periodic assessment in mid-March. We will use the results of the assessment data to target students who need to advance to the next proficiency level and tailor our instruction to meet their language deficiencies before they take the NYSESLAT in May.

c) Once we have periodic assessments in place we will be able to compare the proficiency levels of different groups of ELLs in order to group students both in school, and in after school and Saturday Academy. This will also help us target students in preparation for the NYSESLAT and guide our daily instruction.

5. We do not have a Dual Language program.

6. We evaluate our programs' success by looking at our students' end-of-the-year NYSESLAT, ELA and Math scores. We examine students' most recent score, as well as how much growth they have made on each exam in previous years. Once we have the Period Assessment in March, we will be able to compare our students performance on that test to their performance on the NYSESLAT. We also use unit assessments to guide our daily practice.

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.

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING / SPEAKING | B | | | | | | | 1 | 7 | 5 | | | | |
| | I | | | | | | | 4 | 15 | 20 | | | | |
| | A | | | | | | | 27 | 31 | 32 | | | | |
| | P | | | | | | | 13 | 9 | 11 | | | | |
| READING / WRITING | B | | | | | | | 4 | 19 | 21 | | | | |
| | I | | | | | | | 15 | 12 | 26 | | | | |
| | A | | | | | | | 25 | 18 | 21 | | | | |
| | P | | | | | | | 1 | 5 | 1 | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 27 | 19 | | | 46 |
| 7 | 40 | 14 | 1 | | 55 |
| 8 | 27 | 27 | | | 54 |
| 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 | 16 | 2 | 20 | 4 | 6 | | | | 48 |
| 7 | 25 | 11 | 20 | 9 | 3 | 1 | | | 69 |
| 8 | 21 | 12 | 20 | 10 | | 1 | | | 64 |
| 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 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Part VI: LAP Assurances

| School Name: _____ | | School DBN: _____ | |
|---|-----------------------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Ms. Outerbridge | Principal | | 11/3/11 |
| Ms. Cruz | Assistant Principal | | 11/3/11 |
| Mr. Echevarria | Parent Coordinator | | 11/3/11 |
| Ms. Cowan | ESL Teacher | | 11/3/11 |
| Carmen Ramos | Parent | | 11/3/11 |
| Ms. Miller/ESL | Teacher/Subject Area | | 11/3/11 |
| Ms. Stoyanova/ESL | Teacher/Subject Area | | 11/3/11 |
| Mr. Prinstein/ A.P. | Coach | | 11/3/11 |
| | Coach | | 11/3/11 |
| Ms. Rodrigues | Guidance Counselor | | 11/3/11 |
| Mr. Schelino | Network Leader | | 11/3/11 |
| Mr. Betancourt | Other <u>Teacher</u> | | 11/3/11 |
| Ms. Vasquez | Other <u>IEP Teacher</u> | | 11/3/11 |
| Ms. Lee | Other <u>Related Service Prov</u> | | 11/3/11 |
| | Other | | 11/3/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X339 **School Name:** IS 339

Cluster: DSSI 4 **Network:** CNF 411

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 2011-2012 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 2010-2011 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|------------------------------------|
| Name of School: C.I.S. 339 | DBN: 09x339 |
| Cluster Leader: CFN 04 | Network Leader: Mr. Michael Alcott |
| This school is (check one): | |
| <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: Vacation academy |
| Total # of ELLs to be served: 40 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 10 |
| # of certified ESL/Bilingual teachers: 5 |
| # of content area teachers: 5 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: For the past several years, our large student ELL population has repeatedly scored in both the bottom percentiles of our school and New York City. To support these learners ahead of this year's state exam, and for their futures, we will implement an after-school program, Saturday Academy, and Vacation Academy to support our English Language Learning students. The programs will each serve students in grade levels 6 through 8, and will focus on recently arrived students and students performing at the two lowest levels of ELL development: beginning and intermediate. The after-school program will run from December 1, 2011 through early May, 2012, three days per week, for 2 hours per day. The Saturday program will run from Saturday, December 3, 2011 through Saturday, May 5, 2012, for 6 hours per Saturday. The Vacation programs will be held over the February and April school vacations for three days per break, for 6 hours each day. Each program will focus primarily on Spanish and English language instruction, using both ELA materials and language acquisition programs. Students will be learning reading and writing skills through the STARS program (both on paper and electronically/online), as well as acquiring fluency in English (through Scholastic's 'System 44' program) to support those skills in an authentic way. There will also be a concurrent Mathematics instructional program. The program will be staffed by approximately 10 total teachers, 5 of whom are certified to teach ESL. The model of instruction delivery will be through co-teaching, with the 5 content teachers (ELA and Math) and 5 ESL teacher teaching in tandem (1:1). The relatively small (4:1) student-to-teacher ratio will allow for more individualized instruction and provide small groups of students with the necessary focus and academic deficiencies that they are unable to receive during the daily instructional program.

Part C: Professional Development

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

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

Begin description here: In order to support as many ELL students and their varying needs as possible, all participating teachers must be highly qualified and equipped with tools to do so. All participating teachers will receive three days (occurring after school for 2 hours per session) on Monday (11/28/11), Tuesday (11/29/11), and Wednesday (11/30/11) of intensive professional development in the following areas:

- program and resource usage (presented by vendor representatives)
- ESL / Bilingual teaching strategies (presented by Mr. Rodriguez, Network Staff)
- test sophistication (presented by 339 administration)

Furthermore, teachers will receive periodic training on Monday afternoons (2 hours) in data collection, analysis, and usage with respect to ELL students from school administration and school data team.

Part D: Parental Engagement Activities

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

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

Begin description here: For ELL students to succeed in middle school, in high school, and in life, their parents will have to play a crucial role in their education and intellectual development. To involve as many parents and families as possible in their students' learning processes, we will offer the following workshops, accompanied by an aggressive outreach campaign:

- 1) Language acquisition for parents and families (System 44 representative presents); parents notified by mailing and auto-dialed invitation (Ongoing; December through May)
- 2) Test sophistication for parents and families (school administration presents); parents notified by mailing and auto-dialed invitation (three two-hour sessions, in January, February, and March)
- 3) Connecting Learning between School and Home (school administration presents); parents notified by mailing and auto-dialed invitation (two two-hour sessions, In January and February)
- 4) Parent and family open houses to celebrate student work and progress (students and teachers present); parents notified by flier, auto-dialed invitations, and mailing (two two-hour sessions, in February and May)

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |