



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: IS 339

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X339

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

SUPERINTENDENT: MS. DELORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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:

- 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*.
- 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.
- Add rows as needed to ensure that all SLT members are listed.
- 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.

Name	Position and Constituent Group Represented	Signature
Ms. Kim Outerbridge	*Principal or Designee	
Mr. David Mello	*UFT Chapter Leader or Designee	
Ms. Carmen Ramos	*PA/PTA President or Designated Co-President	
	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	
Mr. Jose Betancourt	Member/Teacher	
Ms. Sabrina Cruz	Member/Teacher	
Ms. Erica Patrick	Member/Teacher	
Ms. Samantha Solimo	Member/Teacher	
Ms. Juana Gonzalez	Member/Parent	
Ms. Regina Boundurant	Member/Parent	
Ms. Santa Gonzalez	Member/Parent	
Ms. Jeannette Gomez	Member/Parent	
Ms. Sergio Feliz	Member/Parent	

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** Signature of constituent only indicates participation in the development of the SCEP, not approval.
Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

1. Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 - District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 - School Leader Practices and Decisions
 - Curriculum Development and Support
 - Teacher Practices and Decision
 - Student Social and Emotional Developmental Health
 - Family and Community Engagement
2. Goals should be aligned with the current citywide instructional expectations.
3. Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
4. Goal development should be based on an assessment of your school's needs.
5. The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
6. Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

7. The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

Instructional strategies/activities

The following is the improvement plan and the actions taken to support reaching the above mentioned goal of the School Comprehensive Educational Plan (SCEP) and Principal Performance Review (PPR). The goal is supported by Assistant Principal Goals (APG), Teacher Goals (TG), Professional Development (PD), Data Binders (DB), instructional alignments to Common Core Learning Standards (CCLS), and High School, College and Career Readiness (CCR) development.

- SCEP, Principal Performance Review, Assistant Principal, and teacher goals are all aligned to the school's priority goal.
- Programming (A,B,C,D days) supports teacher team meetings (content and interdisciplinary) and scheduling equitable teaching blocks so that all subject areas are equally experienced by our students.
- An adjustment made to the native language arts instructional program (teacher pairings) to effectively serve our English language learners (SCEP PPR APG TG).
- Documented formal and Informal observations and inter class-visitations that include actionable feedback
- to teachers with emphasis on the entire C. Danielson Rubric (PPR APG).
- Teacher Team meetings support teacher effectiveness and our response to data (assessment results and student work) as a school wide initiative (PD, DB).
- Collaborative Inquiry – to improve teacher practices and meet the needs of all students.
- Content Team teacher team meetings – to support teacher understanding of the city wide instructional shifts and the CCLS (Reading, Writing, Speaking/Listening, and Language) in both the written unit/daily plan and in pedagogy (TG).
- Use of Google Docs to encourage teacher collaboration.
- Student Portfolios that include a student profile sheet in order to build student ownership of their outcomes and next steps towards improvement (PPR APG TG).
- Reading A-Z – so that texts are accessible to all students allowing teachers to meet the needs of our students (PPR and TG).
- System 44 and Rosetta Stone – online programs to support English language learners and their families (SCEP, PPR, TG).
- Implementation of the Socratic Seminar in science and social studies classes so that all students engage in collaborative discussions with emphasis on understanding the perspectives and cultures of others in addition to being able to effectively communicate (PPR, TG, CCR)
- Ongoing Professional Development in response to the needs of the staff as determined by the PD survey and informal observations (TG).
- New teachers (Year 1 and Year 2) receive mentoring that is facilitated by the Lead teacher and IEP coordinator. Weekly experiences provide our new teachers with multiple opportunities for learning and support. (14) Teachers work with mentors weekly in order to meet compliance and facilitate professional growth for our newer teachers (PD).
- A mid-year PD survey to track our movement towards meeting our goal in regards to teacher effectiveness (SCEP and PPR). By June 2013, 90% of all teachers will be developing or better as measured by the Charlotte Danielson Framework for Teaching (PPR, TG).
- School Leadership Team consultation monthly meetings so that all constituent groups are included in the process for teaching and learning (SCEP and PPR).

Saturday and Holiday Academy (Targeted): 300 Students

Total # of Students to be served: 300

Total # of teachers in this program: 22

Total # of paraprofessionals: 3

For the past several years, all of our student population including Limited English Proficient, Students With Disabilities, and Economically Disadvantaged 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 exams, and for their high school readiness, we will implement Saturday Academy and Holiday Academy to support all of our student population. The programs will each serve students in grade levels 6 through 8 in Math and English Language Arts, and will focus on students performing at the two lowest levels (ex. 1's & 2's).

The Saturday program runs from Saturday, December 1, 2012 through Saturday, June 15, 2013, for 3 hours per Saturday for 25 sessions. The Holiday program will be held over the March school vacation for three days per break, for 3 hours each day. Each program will focus primarily on English Language Arts and Mathematics. ELA and Math materials will be supplied.

Students will learn reading and writing skills through the school's purchase of the iReady program (both the textbooks and electronic/online software), as well as acquiring fluency in English (through Scholastic's 'System 44' program) to support those skills in an authentic way. There is also a concurrent Mathematics instructional program using iReady textbooks and software.

Approximately 22 teachers staff the program, 3 supervisors in rotation, and 3 paraprofessionals. The model of instructional delivery will be through co-teaching, with content teachers (ELA and Math) and ESL teachers teaching in tandem. The relatively small (15:1) student-to-teacher ratio allows 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.

Budget and resource alignment

- Indicate your school's Title I status: (X) School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
(X) Tax Levy (X) Title IA Title IIA (X) Title III Set Aside
Grants
Other-describe here:

Service and program coordination

- 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. Reduced class size is maintained despite budget reductions through the combination of Title I SWP with TL Fair Student Funding with Contract for Excellence (ex: GKCOR, GK72Q, GKT7C, G8MFY).
- Extended Time Afterschool and weekend instructional programs intended to accelerated student achievement funded by Title I Priority/Focus SWP (GKT7D, GL2BI, GL7VC) and Title III LEP (GL92M-instruction, GL92N-professional development)
- New York iReady materials purchased for each student for refreshing and reviewing learning funded by Title I Priority/Focus SWP (ULC7). Educational software complement to the iReady textbooks (ULC8).
- Targeted AIS program funded by Title I SWP, Contract for Excellence, and TL fair Student Funding. All teachers allocated 2-3 periods for AIS. Specific AIS assigned teacher (ex: DUUB7) and ARRA RTTT Citywide Instructional Expectations funds small amount of four teachers' salaries.
- Teacher professional development in targeted areas to improve student reading funded by TL Fair Student Funding (GKXNB), Title I SWP (GL2BG, GL8NB), and Title III LEP (GKONM)

Instructional strategies/activities

Teacher Professional Development is an ongoing learning process that is focused on improving instruction and behavior management in classrooms. Provides teachers with necessary skills and suggestions to improve their pedagogy based on their specific needs. All teachers are invited and informed of these monthly workshops facilitated by the principal, assistant principals, teachers, lead teachers and IEP Coordinator, that are provided after-school. These Professional Development Workshops are targeted to enhance student and teacher performance throughout the school.

Professional development (PD) continues and yearly PD surveys are administered at the beginning of each school year along with a mid-year assessment of all of the PD experiences to date. Afforded to all teachers, professional learning experiences are a reflection of all teacher responses and the acquired data from informal observations. Adjustments are made to the PD calendar based on this ongoing data and the mid-year PD survey. Teachers regularly participate and a school wide display shows all of the archived sessions for the 2011-2012 and 2012-2013 school year.

To continue the forward movement this year focused on CCLS-aligned instructional tasks, all teacher teams continue to regularly meet in both grade content and interdisciplinary teams in order to write curriculum and engage in collaborative inquiry. Each team meets every other day for a minimum of 45-minutes in order to address the needs of all of our students.

In order to deepen our work, this year all assistant principals and teachers actively participate in this process. Each assistant principal supervises a specific content area as well as participating in the collaborative team process. In content teams, teacher teams organize curriculum so that it reflects the CCLS shifts. "What is being taught" and "How it is being taught" is directly aligned to the common core standards and performance indicators. English language learners and students with disabilities make up approximately 32% and 22%, respectively, of the student population. During these planning sessions, teachers of ELLs and SWDs address the needs of all students in content and interdisciplinary teams by utilizing translanguaging strategies and incorporating integrated collaborative teaching models in writing and execution.

In the English language arts department, all of the units reflect the citywide instructional shifts that include the CCLS. Teacher practices "How well it is being taught" have improved as per the overall data acquired during the informal and formal observation process. All other content areas engage in a similar process.

- Targeted AIS is scheduled in all teachers' schedules in order for teachers to pull out students (for all students performing between 2.55 and 2.96 on NYS ELA assessment) and work on specific skills with them based on their individualized needs, obtained from both formal and informal assessments.
- Reading interventions
- Running records and SRI diagnostics
- Student reading conferences
- Skill development
- Classroom push-ins to support learning through small group work
- Teacher professional development in targeted areas to improve student reading
- Teacher Effectiveness Rubric (as part of Priority School Model)
- Test sophistication (Crosswalk Coach Books purchased)
- Student reading tracking
- Data usage
- Academic rigor
- Instructional differentiation/meeting the needs of all students
- Lesson and unit planning (including alignment to Common Core and NYS standards)
- Assessment (diagnostic, formative, summative)
- In-house reading programs
 - Reading A-Z
 - Reading Plus
 - System 44 for ELLs
- Vacation Academies
 - Language acquisition for ELLs
 - Reading skill development for Level 1 and Level 2 students
 - iReady (textbooks and software) purchased and used
- Saturday Academy
 - Language acquisition for ELLs
 - Reading skill development for Level 1 and Level 2 students
 - iReady (textbooks and software) purchased and used

Budget and resource alignment

- Indicate your school's Title I status: (X) School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.
Tax Levy (X) Title IA Title IIA (X) Title III Set Aside Grants
Other-describe here:

Service and program coordination

- Assistant principals and teachers participate in Curriculum Planning in line with the JIT recommendation as follows: 3 assistant principals and 12 teachers will meet 3 hours a week, lasting 23 weeks, funded by Title I Priority/Focus SWP (GKONM).
- Targeted AIS program funded by Title I SWP, Contract for Excellence, and TL fair Student Funding. All teachers allocated 2-3 periods for AIS. Specific AIS assigned teacher (ex: DUUB7) and ARRA RTTT Citywide Instructional Expectations funds small amount of four teachers' salaries.
- Saturday/Holiday Academy funded by Title I Priority/Focus SWP (GKT7D, GL2BI, GL7VC) and Title III LEP (GL92M). Supplies such as iReady, textbooks and electronic software, (ULC7, ULC8).

Budget and resource alignment

- Indicate your school's Title I status: (X) School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.
(X) Tax Levy (X) Title IA Title IIA Title III Set Aside
Grants
Other-describe here:

Service and program coordination

- Regularly scheduled (twice monthly with at least 10 teachers each session) after-school professional development is funded by Title I Priority/Focus (GKONM).
- Common preparation periods and reduced teaching schedules (funded by Title I SWP, TL Fair Student Funding, Contract for Excellence) give time to reinforce and evaluate progress. Reduced class size is maintained despite budget reductions through the combination of Title I SWP with TL Fair Student Funding with Contract for Excellence (ex: GKCOR, GK72Q, GKT7C, G8MFY).
- Curriculum development and implementation is facilitated by scheduling:
 - Common preps for team meetings by content area and by grade level alternating every other day

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- “Strengthen the current advisory structure to ensure the coordination of social and emotional support for all students in order to maximize student achievement” (School Quality Review, 2010-2011, Page 5).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
5.2 Systems and partnerships 5.4 Safety
(X) 5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

By June 2013, 90% of our students will be supported and engaged in activities that address social and emotional needs. This will be measured by student performance and outcomes on the 2013 NYS ELA and Math assessments. We will be aligning these scores to the priority common core learning standards and assessments. Using the scores, surveys and resources we will accumulate data and plan accordingly to improve students' social and emotional development.

Instructional strategies/activities

The strategies to foster the above goal include:

- Advisory is linked to academic support during extended learning time.
- Our IS339.org website allows parents to become knowledgeable of the school's goals, our instructional practices, the results of common assessments by means of Acuity and Teacher Ease. Our website also includes other significant calendar events, student support opportunities, extra-curricular activities and other links to support parent engagement.
- Inter-organization of clear and high expectations. Daily announcement that include school wide expectations for students and teachers. Daily musical selections that are inspirational and aligned to the school wide goals. Our evolving school motto that is stated on the PA system every day, “Failure is not an Option --- Because success is the Only Option” and from “C to A and Well-Developed” is part of our daily communication with the entire school community.
- Two in-house and Network-led internal mock School Quality Review to norm high expectations
- Attendance Team. Incentives, raffles and ongoing awards validate our attendance goal as we move towards reaching 92%.
- Anti-Bullying Campaign. On January 17, 2013 a very powerful and moving assembly occurred here at IS339 and was presented to all students in Grades 6 through 8. This experience tapped into students' empathetic qualities as participants in the audience expressed their feelings, thoughts, and fears in a town hall forum. Facilitated by the Respect for All Team (RFA), this type of program will continue as the RFA team plans for the “Respect for All” week of events coming up in February 2013.
- Student infractions are significantly down from the previous year. Data acquired from the OORS system suggests a 70 percent decrease in the number of student infractions as compared to last year in January 2012. In addition, students are becoming better equipped with conflict resolution strategies. During this school year, conflict resolution skills are taught to a small group of students who then mediate peer scenarios on an ongoing basis.
- Student Council to build student leadership and voice. This group of students meets regularly to support social causes, sponsor student dances, and represent the entire student population
- Young Man's and Young Lady's Mentoring Group is facilitated by the guidance counselors and SAPIS counselor in order to teach life skills and prepare our students for college and career readiness. During extended time period (37 ½ minutes), the male group comes together Monday through Thursday. Our young lady's group meets a less frequently but come together during their lunch period and or other available periods during the school day.
- RFA (Respect For All) Students engaging effectively in a range of collaborative discussions with diverse partners (on Grade 6, 7, and 8) topics, texts, and issues, building on others' ideas and expressing their own clearly is a way that we are able to also build a RFA culture as well as a culture for learning.
- Sports Teams – (male and female basketball, soccer, and track) encourage team building and the priority of academics as all team members must be in good academic standing in order to participate in extra curricula activities.
- Saturday and Holiday Academy where 300 students are in attendance every week to support the connection between academic improvement and socio-emotional well-being.
- The School Leadership Team consistently supports and engages in efforts toward the school-wide goals. The School Leadership Team is a core committee and is an integral constituency group within our school. Chaired by two teachers, this team is a positive functioning committee that works to implement the goals of the SCEP.

Budget and resource alignment

- Indicate your school's Title I status: (X) School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
Tax Levy (X)Title IA Title IIA (X)Title III Set Aside
Grants Other-describe here: _____

Service and program coordination

- An attendance team that actively responds to student absentees on an ongoing basis, funded by TL Fair Student Funding (ex:G93WB)
- An Anti-Bullying Campaign is recognizable in our school, funded by OASAS Sub Abuse (G9TF3), AIDP (DI61D), TL RS Mandated Counseling Shared (DI61D), TL Fair Student Funding, and TL Children First Network Support (G93WB, GDBPX).
- Dean (funded TL Fair Student Funding GHVUH, GK65T) and counselor (funded by combo AIDP, TL, RS Mandated Counseling Shared, and in part TL fair Student Funding and Children First Network Support DI61D). Response is consistent to support teachers in professional development around socio-emotional needs of students. All students are provided with the resources to succeed academically and socially/emotionally, funded by OASAS Sub Abuse, AIDP, TL RS Mandated Counseling Shared, TL Fair Student Funding.
- Student Council, funded by TL Fair Student Funding (adviser: G93WB).
- Our Young Men's and Young Lady's – Mentoring Group, funded by OASAS Sub Abuse, AIDP, TL RS Mandated Counseling Shared, TL Fair Student Funding, and TL Children First Network Support. Specific adviser funding through TL Fair Student Funding (GI4SJ).
- Sports teams, funded by TL Fair Student Funding and Title I SWP (GI4SJ, G93WB) and TL Fair Student Funding for per session (GLBAG, GKONO) Title I SWP and overtime for H-bank employee (0000).
- Extended Time Afterschool and weekend instructional programs intended to accelerated student achievement funded by Title I Priority/Focus SWP (GKT7D, GL2BI) and Title III LEP (GL92M-instruction, GL92N-professional development)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- “The school should seek support from the Network to develop effective strategies to increase parent participation in the school at all levels. The Principal should ensure that all communications and information about the school are translated into all relevant languages to provide equal access for all parents” (Joint Intervention Team, January 2011, Page 7).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.
6.2 Welcoming environment 6.4 Partnerships and responsibility
(X) 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, Parent Involvement will increase by 10% in the areas of participation, communication and decision making of the school community measured by attendance and Parent Surveys.

Strategies to increase parental involvement and engagement

- The PIP and Title I committees will work with the school to implement the following:
- 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 PA 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
- 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 PA & SLT meetings
- 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
 - 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
- 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 PA and SLT meetings
- Parent Workshops / Activity Surveys
- 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:
 - 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--
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - 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
 - 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
 - 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

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.
Tax Levy (X) Title IA Title IIA (X) Title III (X) Set Aside
Grants Other-describe here:

Service and program coordination

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. 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
 - Monthly Parent Workshops/ Saturday Academy for Parents funded by H-bank overtime (0000) TL fair Student Funding and Title III LEP (GL92M)
 - Open and consistent access to the Parent Coordinator funded by TL Parent Coordinator and TL Fair Student Funding (GDBPX)
- 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 funded by TL Fair Student Funding, TL Translation Services, Title I SWP, and Title I SWP Translation Services (GKT7F-Title I SWP Translation Services after school; GKT7G-TL Translation Services after school)
 - Notices to be sent via E-mail to all school generated parent e-mail accounts and personal (GoogleDocs)
 - Email accounts to parents will be provided, open resource.
 - Automated phone calls to hard to reach parents in multiple languages funded by Title I Priority/Focus SWP (UKCM)
 - Rosetta Stone Program (USSA) and teacher of program (GL92M) Title III.
 - Future expenditures from 1% set-aside to be decided upon by parent committee for chosen OTPS.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reading A-Z	Delivered in both small group and tutoring settings	Pull-out during the school day and extra-curricular
	Reading Plus	Delivered in small groups	Pull-out and push-in during the school day
	System 44	Delivered in small groups	After-school, on Saturdays, and Vacation Academies
	Crosswalk	Delivered in small groups	Pull-out and push-in during the school day
	I-Ready	Delivered in small groups	After school, on Saturdays, and Vacation Academies
Mathematics	NYC Acuity	Delivered in both small group and tutoring settings	Pull-out during the school day and during Saturday and Vacation Academies
	STAMS	Delivered in small groups	After-school, on Saturdays, and Vacation Academies
	Regents Prep Course	Delivered in small groups	Before-school starts
	Crosswalk	Delivered in small groups	Pull-out and push-in during the school day
	I-Ready	Delivered in small groups	After school, on Saturdays, and Vacation Academies

Science	Dept of Knowledge Questioning Techniques	Delivered in both small group and tutoring settings	Pull-out and push-in during the school day
	Costa's Questioning	Delivered in both small group and tutoring settings	Pull-out and push-in during the school day
	Socratic Seminar/practice	Delivered in both small group and tutoring settings	Pull-out and push-in during the school day
	Cornell Note Taking	Delivered in both small group and tutoring settings	Pull-out and push-in during the school day
Social Studies	Dept of Knowledge Questioning Techniques	Delivered in both small group and tutoring settings	Pull-out and push-in during the school day
	Costa's Questioning	Delivered in both small group and tutoring settings	Pull-out and push-in during the school day
	Cornell Note Taking	Delivered in both small group and tutoring settings	Pull-out and push-in during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counseling	One-to-One Student Counseling	Delivered weekly, during the school day
	Parent Conferences	Held as needed	During the school day and after school
	Mental Health Referrals	Issued based on need and emergent circumstances	Throughout the school year

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

○

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- a) providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- b) providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- c) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- d) providing assistance to parents in understanding City, State and Federal standards and assessments;
- e) sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- f) providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

a) School Responsibilities

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

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

Support home-school relationships and improve communication by:

- f) conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- g) convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- h) arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- i) respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- j) providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- k) involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- l) providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- m) ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

b) Parent/Guardian Responsibilities:

- a) monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- b) ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- c) check and assist my child in completing homework tasks, when necessary;
- d) read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- e) set limits to the amount of time my child watches television or plays video games;

- f) promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- g) encourage my child to follow school rules and regulations and discuss this Compact with my child;
- h) volunteer in my child's school or assist from my home as time permits;
- i) participate, as appropriate, in the decisions relating to my child's education;
- j) communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- k) respond to surveys, feedback forms and notices when requested;
- l) become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- m) participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- n) take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- o) share responsibility for the improved academic achievement of my child;

c) Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 IS 339			

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

Principal Ms. Kim Outerbridge	Assistant Principal Ms. Gina Cruz
Coach	Coach
ESL Teacher Ms. Kelly Cowan	Guidance Counselor Ms. Fabiola Rodriguez
Teacher/Subject Area Mr. Jose Betancourt	Parent Ms. Carmen Ramos
Teacher/Subject Area Ms. Sabrina Cruz	Parent Coordinator Mr. Echevarria
Related Service Provider	Other Ms. Jersydis Ruiz
Network Leader Mr. Pablo Schelino	Other

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	6	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	662	Total Number of ELLs	218	ELLs as share of total student population (%)	32.93%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

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 Ms. Sabrina Cruz. 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 October.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	218	Newcomers (ELLs receiving service 0-3 years)	104	Special Education	53
SIFE	18	ELLs receiving service 4-6 years	65	Long-Term (completed 6 years)	49

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. [i](#)

	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	68	5	4	17	2	6	6		4	91
Dual Language										0
ESL	36	4	6	48	3	16	43	4	17	127
Total	104	9	10	65	5	22	49	4	21	218

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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							24	45	73					142
Chinese														0
Russian														0
Bengali								1	2					3
Urdu									1					1
Arabic							1		8					9
Haitian								1						1
French							3	6	4					13
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							21	13	15					49
TOTAL	0	0	0	0	0	0	49	66	103	0	0	0	0	218

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1.

a. The majority of ELLs are grouped by team within their grade. ESL teachers push-in to various classes with these students; in most ELA classes, as well as some 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 6th, 7th and 8th grade there are more ELLs than can fit in one team. There are also students in all grades who have IEPs and have been placed in a variety of different settings (CTT, 12 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 discretion of the ESL teacher and content area teacher. 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 team, as well as any placed outside of her team. 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 every other day. The ESL teacher also pushes into various classes such as ELA 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. All students in the transitional bilingual classes receive math and social studies in Spanish and some students receive other classes in their native language as well. Students receive 45 minutes of NLA daily.

3. For the TBE program, Science is taught in English with targeted native language support to students in all grades. In all grades, students receive Social Studies instruction in their native language with second language support. Content teachers consult with ESL teachers during team 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.

A. Programming and Scheduling Information

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. 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 Holiday 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 Holiday 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. Mandatory Holiday and 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 every other day, and NLA daily.

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. Mandatory Holiday and Saturday Academy for ELLs provides 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.

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. Mandatory Holiday and 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. Holiday and Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise IEPs for student success. 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.

7. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, ESL teachers push-in or pull-out.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	3 / Spanish			
Social Studies:	3/Spanish			
Math:	3/Spanish			
Science:	2/Spanish			

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

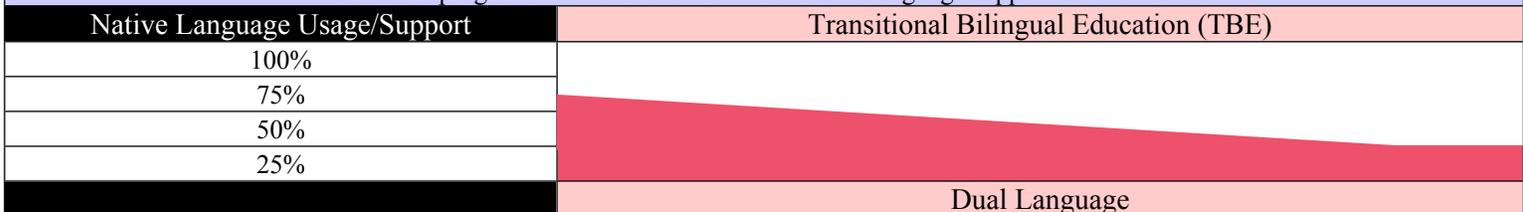
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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.			

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 classes serving ELLs are 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. 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 may be using System 44 during an after-school program. This program is continuing in its second year, with the intention of strengthen ELLs' phonics skills. In addition, the ELA and ESL teachers are receiving subscriptions to Reading A-Z this year in order to facilitate differentiation in reading.

11. System 44 and Achieve 3000 will likely be discontinued at the end of 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.

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, 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. 7th and 8th grade TBE classes have a Spanish-speaking para-professional due to the fact to Ms. Ruiz (7th grade ESL) and Ms. Cowan (8th grade ESL) do not speak Spanish. The TBE classes also receive Native Language Arts class daily.

15. Required services support and correspond to ELLs' grade-level 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. This year we had a parent welcome open-house in September.

17. Students in the ESL program have the opportunity to take art class every other day.

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)?

Paste response to questions 1-5 here

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 every other day. As the recipients of a CUNY-NYSIEB grant, we also hosted two professional development sessions on translanguaging this fall for all interested staff. In addition, Mr. Pablo Schelino, Director of ELL Support, assists all teachers working with ELLs through observations, and the providing of 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, translanguaging, 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 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. C.I.S. 339 also reviews the previous year's school environment survey to identify parent needs or 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)							3	14	28					45
Intermediate(I)							9	19	32					60
Advanced (A)							28	25	21					74
Total	0	0	0	0	0	0	40	58	81	0	0	0	0	179

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	11	5				
	I							4	8	20				
	A							22	28	37				
	P							12	11	19				
READING/ WRITING	B							3	13	28				
	I							7	19	32				
	A							26	21	20				
	P							4	5	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	25	1		40
7	24	20	1		45
8	34	28	1		63
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	8	1	2	3	8	1	1		24
7	26	16	14	3	1				60
8	22	16	22	7	2				69
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	19	3	23	2	27	4	3	0	81
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. All students are administered a reading SRI through the electronic Performance Series. This gives teachers data which can be translated into diagnostic tools such as Fountas and Pinnell reading levels. 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. The SRI data is also used to tier students for collaborative inquiry.

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 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 tests 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 participated in our first ELL periodic assessment. We use the results of the assessment data to target students who are on the cusp of passing into the next proficiency level and tailor our instruction to meet their language deficiencies before they take the NYSESLAT in May.

c) Our periodic assessments support the idea that the stronger a student's native language, the quicker the student's acquisition of English. As a result, all three grades have pushed to include native language texts, videos and materials in order to maximize transference of language skills across content areas.

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.

Paste additional information here

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. Kim Outerbridge	Principal		1/18/13

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. Gina Cruz	Assistant Principal		1/18/13
Mr. Echevarria	Parent Coordinator		1/18/13
Ms. Kelly Cowan	ESL Teacher		1/18/13
Ms. Carmen Ramos	Parent		1/18/13
Mr. Jose Betancout/SS	Teacher/Subject Area		1/18/13
Ms. Sabrina Cruz/ESL	Teacher/Subject Area		1/18/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Mr. Pablo Schelino	Network Leader		1/18/13
Ms. Jersydis Ruiz	Other <u>ESL Teacher</u>		1/18/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: IS 339	DBN: 09X339
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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Spring Recess
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>4</u>
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none">• rationale• subgroups and grade levels of students to be served• schedule and duration• language of instruction• # and types of certified teachers• types of materials

Part B: Direct Instruction Supplemental Program Information

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 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 Saturday program will run from Saturday, December 1, 2012 through Saturday, June 15, 2013, for 3 hours per Saturday for 25 sessions. The Vacation program will be held over the March school vacations for three days per break, for 3 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 9 teachers, 5 of whom are certified to teach ESL or Bilingual (2 Bilingual Math teachers/ 1 ESL Teacher/1 Bilingual teacher/1 Spanish teacher), and 4 content area teachers at no cost to Title III funding. The model of instruction delivery will be through co-teaching, with content teachers (ELA and Math) and ESL teacher teaching in tandem. The relatively small (8:1) 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.

One hundred site licenses for Rosetta Stone will be utilized to support additional instruction to ELLs.

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 six days (occurring after school for 1 hour per session) on Tuesday (10/30/12), Friday (11/9/2012), Thursday 11/15/2012), Wednesday (11/21/12), Thursday (11/30/12), and Friday (12/7/2012) of intensive professional development in the following areas:

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

Part C: Professional Development

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 students' learning processes, we will offer a Saturday program that will run from Saturday, December 1, 2012 through Saturday, April 20, 2013, for 3 hours per Saturday and the following workshops, accompanied by an aggressive outreach campaign:

- 1) Language acquisition for parents and families (Rosetta Stone and System 44 representative presents); parents notified by mailing and auto-dialed invitation (Ongoing; December through April)
- 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)	<u>Per session: 4 teachers X \$50.06 (rate with fringe benefits) X 336 hours = \$16,820</u>	<u>To support direct instruction (Part B) for four teachers; 84 hours for each teacher.</u>
<ul style="list-style-type: none"> • Per session • Per diem 	<u>Per session: 1 teacher x \$50.06 (rate with fringe benefits) X 60 hours = \$3.004</u>	<u>To support parental engagement (Part D) for one teacher.</u>

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.
	<u>Teacher Trainee: 7 teachers X \$22.80 (training rate with fringe benefits) X 42 hours = \$957.60</u>	<u>To support professional development (Part C) for seven teachers in six one hour sessions</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	<u>\$7,8,238.64</u>	<u>100 site licenses for Rosetta Stone</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$28,020</u>	_____