



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: IS 347 – SCHOOL OF HUMANTIES

DBN (i.e. 01M001): 32K347

Principal: DR. JOHN BARBELLA

Principal Email: JBARBEL@SCHOOLS.NYC.GOV

Superintendent: MRS. LILLIAN DRUCK

Network Leader: MR. DANIEL PURUS

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 (AIS), and the Parent Involvement Policy (PIP). 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:

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

Name	Position and Constituent Group Represented	Signature
Dr. John Barbella	*Principal or Designee	
Jackson Farrell	*UFT Chapter Leader or Designee	
Yvette Colon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Robert Aviles	Member/ Teacher	
Ms. Lopez	Member/ Teacher	
Ms. Stein	Member/ Teacher	
Ms. Carlota Martinez	Member/ PTA	
Cristina Bonilla	Member/ PTA	
Marcelina Sandivar	Member/ PTA	
Marta Torres	Member/ Parent	
Ana Velecela	Member/ Parent	
Alejandro Fernandez	Member/ Assistant Principal	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 32K347

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	400	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	91.6%	% Attendance Rate			90.6%
% Free Lunch	94.4%	% Reduced Lunch			4.2%
% Limited English Proficient	16.9%	% Students with Disabilities			18.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			9.5%
% Hispanic or Latino	89.3%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.5%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	7.17	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			2.4%
% Teaching with Fewer Than 3 Years of Experience	21.4%	Average Teacher Absences			6.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.3%	Mathematics Performance at levels 3 & 4			12.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			47.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
One of the strengths of our school's SCEP was our ability to create units that would be utilized for our struggling students. These units were created, implemented and revised throughout the school year. We will continue to use lessons learned and relevant lesson plans and units with all modifications and adjustments as needed. Revisions will continue to be made to meet the needs of our student population and the rigorous demands of the Common Core Learning Standards (CCLS).			
Describe the areas for improvement in your school's 12-13 SCEP.			
One area of improvement based on our goals from 2012 to 2013 was the use of Depths of Knowledge (DOK) questions. We implemented this initiative in all classrooms throughout the school year. While teachers made progress as evidenced in Danielson's 3b Questioning and Discussion there is a need to continue improving teaching practices to consistently utilize DOK questions that further authentic student-to-student discussion that improves student understanding of the content.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The major challenge we encountered in the implementing of the 12-13 SCEP revolved around close adherence to the implementation timeline. This year greater effort will be made to monitor progress at set intervals to ensure actions and strategies are carried out in a timely fashion enabling us to meet our goals.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We successfully implemented Goal 2 and the majority of goal 1. While we implemented goal 3 there was limited success as reflected below:			
<ul style="list-style-type: none"> • Goal 1: We adopted the Danielson Framework for Teaching as our common framework for improving teaching practice. For the most part teaching practice improved. However; there is a need to integrate higher level DOK questions in their daily lesson plans. • Goal 2: We exceeded Goal 2 by creating and implementing at least 3 new units of study in ELA and Math aligned with CCLS. • Goal 3: ___% of Students with disabilities (SWDs) demonstrated improved organizational writing which is below last year's 10% goal based on Writing Matter's assessment. 			
As a school, we strive to accomplish our goals every year. All members of our Instructional cabinet work to support our teachers and students in every possible fashion. Throughout the school year our goals are reviewed and our actions plans are monitored and revised based on our accomplishments.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
Goal 1: Teachers require additional professional development support in the 2013-14 school year to consistently integrate DOK questions in lesson plans that promote authentic student discussion. Goal 3: While gains were made in organizational writing, SWD students did not meet the anticipated 10% increase on Writing Matters Assessments.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
By closely adhering to implementation timelines barriers and challenges are not anticipated at this time.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Our academic achievement targets for our sub groups are as follows:			
<ul style="list-style-type: none"> • Our lowest one third in Ela and Mathematics our goal is for them to make one year progress • Our lowest one third in Ela will have a passing rate of 85% for the school year 2014 • Our lowest one third in Math will have a passing rate of 90% for the school year 2014 			
Describe how the school leader(s) will communicate with school staff and the community.			
The principal and assistant principals maintain a collaborative open-door policy to clearly communicate high expectations to staff and the community. The most current data trends are analyzed and communicated to all stakeholders in order to provide a clear, accurate understanding of school strengths and areas of need at School Leadership Team (SLT) meetings, Instructional			

Team meetings, Department meetings, teacher team meetings, and Parent Association (PA) Meetings. Feedback from discussions helps to prioritize school-wide needs, develop school goals and design appropriate action/strategies. Teachers access relevant curriculum and teacher team information posted on Google docs. Parents access school news through the school's website and by tracking their child's progress via ARIS Connect for parents. Communication with staff and the community is facilitated through emails, letters backpacked home to parents translated in high frequency languages and through the use of School Messenger (SM). SM is an automated telephone dialing system that conveys recorded messages with information such as school news, celebrations, absences etc.

Describe your theory of action at the core of your school's SCEP.

- Our theory of action, core to our school and this SCEP is summarized in our instructional focus: Improve student-to-student discussion. Through practice, students will engage in high quality discussions and appropriately respond to one another in order to help deepen their understanding. Through classroom observations and quarterly assessments teachers will monitor and track student progress
- We have a common belief that when instruction is scaffolded or extensions are provided for our students we will improve both academic achievement and teacher practices.
- We will continue to provide our students with data driven instruction in all core subject areas and instruction is implemented utilizing these instructional strategies to meet the needs of all our students.
- Progress is monitored throughout the school year and reflected in teacher lesson plans.
- Entry Assessments are given in English Language Arts, Mathematics and all content areas in order to establish a baseline for each student.
- Formative assessments are scheduled and track student trends and inform teaching practice. Formative assessments include entry level, diagnostic, Quick Assessments, Teacher created assessments which are aligned to the NY State Exam, Comprehension and summative exams.

Describe the strategy for executing your theory of action in your school's SCEP.

Strategies for executing our theory of action in your school's SCEP include:

- The principal will schedule monthly check-ins with Key personnel
- The Instructional leadership team will meet every month to evaluate progress towards meeting each goal, and the effectiveness and impact of each strategy/activity. Data trends and looking at student work when appropriate will be used to determine progress towards meeting each goal
- The network achievement coach (AC) provides on-site feedback and support in the removal of barriers to success. The AC facilitates cross-functional network support when appropriate to engage other network team members to provide support that accelerates progress towards meeting the goal.

List the key elements and other unique characteristics of your school's SCEP.

Key elements and unique characteristics include relationships with partnership organizations such as:

- Teaching Matters to provide an educational consultant who delivers professional development support to Mathematics and ELA
- Teacher Effectiveness Foundation (TIF) provides PD on the 22 components of Danielson for teachers and school leaders.
- RSE-TASC provides the school PBIS team with professional development and strategies to align the current PBIS system with the Central Model.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Our school's instructional team is made up of professionals with expertise in leadership, curriculum development & instruction and student support services. The team consists of the Principal, Assistant Principals, Instructional Coaches and the IEP teacher. This team coupled with support from the network team and partnership organizations has the necessary capacity to effectively oversee the management of this improvement plan, which is designed to increase student performance and improve the school community.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
The 2012 – 2013 Quality Review report is used to inform this needs assessment. QR Indicator 2.2 was identified as an area of improvement, “Strengthen assessment practices to reflect effective feedback resulting in strategic adjustments to instruction and clear next learning steps to accelerate student learning.”			
Review Type:	Quality Review	Year:	2012-13
		Page Number:	6
		HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, teachers will use assessment data to improve lessons and target the specific learning deficits of students as evidenced by a 5% increase of at least one teacher effectiveness rating level reflected in Danielson 1e Planning and Preparation reflected in the Advance system.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Supervisors, Coaches and network content specialists provide professional development in the use of data to improve lessons and target the specific learning deficits of students. PD is provided based upon Danielson 1e Planning and Preparation. Teachers use exit and entrance slips, rubrics, and common assessments aligned to key standards to determine student progress toward benchmarks across classes and grades and inform lesson development with scaffolds and extensions. A wide range of assessment data is used by teachers’ electronic assessment notebooks (TAN) and in the school’s data tracker. Teachers are guided and supported to use assessment information consistently across all classrooms to strategically inform effective revisions of lessons to target the specific learning deficits of students. Teachers are trained in strategies to enable students to use data to self-assess as a common practice and check for their own understanding. Teachers are trained to provide feedback noted on student work that details student friendly next steps to improve their learning. 2. Supervisors, network Achievement Coach and the Talent Coach engage in celebration exercises around Danielson 1e Planning and Preparation. Supervisors follow up with observations and walkthroughs to identify teaching practices aligned with lesson plans to address student needs. 3. Network content specialists host lesson plan clinics to provide targeted support to teachers scoring at the “I” or “D” level on the Danielson framework based on the HEDI scale.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, Assistant Principals, Coaches, Content Specialists, Teachers: Danielson Framework Component 1e Planning and Preparation 2. Supervisors, network Achievement Coach and the Talent coach 3. Network Content Specialists, Teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By March 2014, lessons plans target the specific learning deficits of students as evidenced by a 2.5% increase of at least one teacher effectiveness rating level reflected in Danielson 1e Planning and Preparation reflected in the Advance system. 2. By March 2014, Advance data reflects a 2.5% increase of improved lesson plans of at least 1 proficiency level based on Danielson 1e Planning and Preparation. 3. By March 2014, Advance data reflects a 2.5 improvement of at least 1 proficiency level for those teachers scoring at the “I” or “D” for Danielson 1e Planning and Preparation
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 – June 2014 2. September 2013 – June 2014 3. September 2013 – June 2014

- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Professional development will be delivered to the teaching staff during departmental, grade and team meetings as well as after school and during the citywide PD days for at least 1 X per week for one 45 minute period – Resource: Danielson Framework for Teaching; DOK Web
 - Supervisors Achievement Coach and The Talent Coach engage in calibration exercises 4X per year through the lens of Danielson Danielson’s 1e.
 - Network Content Specialists schedule at least 2 all day lesson plan clinics to provide targeted support to teachers - Resource: Danielson Framework for Teaching; DOK Web

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).									
The 2012 – 2013 Quality Review report is used to inform this needs assessment. QR Indicator 1.2 was identified as an area of improvement, “Refine teaching practices based on data so that purposeful lessons fully challenge all students and result in improved learning outcomes”.									
Review Type:	Quality Review	Year:	2012-13	Page Number:	5	HEDI Rating:	D		

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.									
X	3.2 Enact curriculum				X	3.3 Units and lesson plans			
X	3.4 Teacher collaboration				X	3.5 Use of data and action planning			

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, the Expeditionary Learning (EL) and Connected Math Program - 3 (CMP-3) curriculum will be implemented, evaluated and revised, when gaps are surfaced to ensure alignment with the Common Core Learning Standards (CCLS) as evidenced by adapted lessons within each unit in English language arts (ELA) and Mathematics.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- ELA and Mathematics teacher teams on all grades 6, 7 & 8 meet at least one period per week to work collaboratively on lesson plans and reflect on the implementation of the new core curriculum. Modifications are made to lesson plans to augment the units of study with effective scaffolds for struggling students such as ELLs and special needs students (SWDs) and extensions that increase cognitive demand. After every unit, teacher teams review data and student work to evaluate the effectiveness of the lessons/unit, making additional adaptations, to determine if the unit is fully aligned with Common Core Learning Standards (CCLS). When gaps in the curriculum are identified, the Network Content Specialists provides guidance and next steps to supervisors, coaches. Coaches support teacher teams who make further modifications so that desired outcomes for students can be achieved. Teacher teams document this process by memorializing changes in a “Monitor and Revise” form that includes strengths and weaknesses and next steps for using lessons learned in future units of study. Adapted lessons are posted on

- Google Docs a shared web space. Professional Development will be offered after school in order to further our Math and ELA teachers knowledge. time will also be allotted afterschool for the development of our new Curriculum maps and modifications of our units of study
- Teachers implement lessons from the new ELA and Math curriculum. Teachers use the Depth of Knowledge (DOK) framework when revising lessons and to develop compelling questions that support authentic student-to-student discussion. Supervisors, coaches, network content specialists and the network Talent Coach engage in walkthroughs to reflect on teaching practice and the implementation of the core curriculum in ELA and Math using the HEDI scale and the Danielson Framework. When appropriate, the network Content Specialists provides follow-up support as teacher teams develop lesson tasks, scaffolds and extensions. The principal and assistant principals use the HEDI scale and the Danielson Framework to rate teaching practice and post observation reports in Advance. The principal and APs meet with teachers to provide actionable feedback and professional development support to improve teaching practice and outcomes for students.
 - At quarterly intervals throughout the school year, the instructional leadership team consisting of administrators, coaches and lead teachers monitor and evaluate curriculum implementation for progress, effectiveness, and impact by assessing student data trends, looking at student work and reflecting on feedback and findings provided by teacher teams. Continuous assessment using NYCDOE periodic assessments and school-based common assessments are administered in both subject areas is used to assess students' knowledge of subject matter progress towards meeting CCLS. When additional support is required, CFN Mathematics and ELA Content Specialists work with teacher teams, school leaders, coaches to provide feedback and next steps on lesson plan development aligned with CCLS. The network Achievement Coach supports Assistant Principals in the review of data and monitors the implementation of this action plan.

B. Key personnel and other resources used to implement each strategy/activity

- Principal, Assistant Principals, ELA and Mathematics teacher teams on all grades 6, 7 & 8 Math and ELA Coach, network Content Specialists (ELA & Math) – Resources: Expeditionary Learning, CMP-3, CCLS; 400 hours of teacher per session to develop and modify our units of study.
- Supervisors, coaches, network content specialists and the network Talent Coach, teachers: Danielson Framework for Teaching, DOK Framework
- Instructional leadership team, network Mathematics and ELA Content Specialists, Achievement Coach – Resources: MOSL Data and data from NYCDOE periodic assessments and school-based common assessments, student work

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- By March all adapted lesson plans from at least 3 units are aligned with CCLS and uploaded to Google Docs
- By March 2014, there is a 30% improved use of compelling questions reflected in observation reports on Advance.
- By March, 2014, periodic assessments reflect a 3% improvement in student performance.

D. Timeline for implementation and completion including start and end dates

- September 2013 – June 2014
- September 2013 – June 2014
- September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- ELA and Mathematics teacher teams on all grades 6, 7 & 8 are scheduled to meet at least 1 X per week for one 45 minute period to work collaboratively on lesson plan revisions. During that time, student work is analyzed as to inform the revision of lessons and units to more closely address the needs of groups of students.
- Supervisors and coaches conduct walkthroughs 2X per month and visit at least 3 classrooms. At least 4X per year the network content specialists and/or Talent Coach conduct at least 3 or 3 calibration exercises to ensure calibration within 1 rating on the HEDI scale.
- Every 2 months, the instructional leadership team meets to identify data trends. At least 2X per year members from the network team analyze periodic assessment data trends to evaluate implementation and progress towards achieving the goal.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.						
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.						
	PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core	
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement	
	PF Positive Behavioral Management Programs	PF RTI		x	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Based on our 2012 – 2013 Quality Review Report, QR indicator 1.2 references sub indicators b and c as areas for improvement as follows, “Refine teaching practices based on data so that purposeful lessons fully challenge all students and result in improved learning outcomes. However, lesson extensions consisted of assigning additional work to higher performing students, and scaffolds for high needs students and English language learners, including graphic organizers and turn and talk prompts, did not strategically set up all learners for high levels of participation. This limits the range of learning opportunities that would enable these students to work to their full potential. As a result, some students are not always motivated to participate in discussions that foster higher levels of thinking and maximize their learning.”			
Review Type:	Quality Review	Year:	2012-13
Page Number:	5-6	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.			
X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, students will engage in high quality discussions and responses to one another in order to help deepen their understanding in all content areas as measured by a 15% increase of at least one teacher effectiveness rating level reflected in the Advance system.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> For each unit of study, teachers receive Professional Development from the Literacy/Math Coach and/or the Writing Matters Coach to ensure that teachers can identify or create compelling questions to embed in ELA and Math lessons. ELA and Math coaches deliver professional development regarding Danielson’s 3c Engaging Students in Learning and 3b Questioning and Discussion emphasizing student-to-student discussions in order to increase academic student conversations. PD is provided on Thursday mornings and during departmental meetings and citywide PD days. ELA and Math Coaches meet with teachers on a one-to-one basis to plan lessons, design scaffolds and provide demonstration lessons, if necessary. Teachers, Literacy Coach and Writing Matters coach will revise curriculum as needed. Assistant principals, Literacy and Math coaches attend network “A.P. Plus-One” meetings facilitated by network content specialists and then turnkey information to the staff. The Principal, Assistant Principals, and Network Talent Coach meet periodically to review Advance professional development resources, including videos and case studies in ARIS, and plan professional development opportunities for staff that focus on 3b and 3c. The Principal, assistant principals, network Content Specialist, Achievement Coach and/or Talent Coach participate in classroom visits using the HEDI scale and the Danielson Framework to engage in calibration activities. Writing Matters Coach, Literacy Coach, and Department Supervisors follow-up by conducting additional walkthroughs to observe the quality of questions asked and strategies that promote student-to-student discussion and provide support. The expectation is that teachers develop lesson plans using the DOK chart to include relevant, essential questions that promote authentic student discussions. Observations and walkthroughs are conducted by supervisors, ratings and evidence is uploaded in the Advance Evaluation system (Danielson Framework). The supervisor provides written feedback after formal and informal observations. The principal and supervisor use Teachboost, an online teacher evaluation data system to monitor progress in teaching practice. The network Achievement coach regularly schedules time throughout the school year to review ADVANCE data with school leaders and monitor the change in teaching practice in order to determine next steps for support from the network team. Data is used to inform targeted support provided by the coaches, network team including the Talent coach to accelerate the implementation of promising practices in 3b and 3c. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> Principal, Assistant Principals, Literacy & Math Coach, Writing Matters Coach, Teachers, Network Content specialists: Resources: EL and CMP-3 teacher materials, DOK Web; Teaching Resources used during PDs include: Charts pads, highlighters, post-its, Danielson Framework for Teachers, Computers, laptops, projectors and other professional texts for Professional Learning Communities such as Fisher’s “Word Wise”. Principal, Assistant Principal, Literacy & Math Coach, Writing Matters Coach, Network Content specialists, Achievement Coach, Talent Coach: Resources: Danielson 	

Framework for Teaching; Teachboost; Advance System; DOK Web
3. Principal, Assistant Principal, Literacy & Math Coach, Achievement Coach, Network Team, Talent Coach: Resources: Data from Teachboost and the Advance
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By March, 2014 a 50% of adapted units of study and lesson plans reflect compelling questions to spark authentic student –to-student discussion.
2. By March 2014, Teachboost data reflects a 30% increase of improved teaching practice of at least 1 proficiency level based on Danielson 3b Questioning and Discussion.
3. By March, 2014, Teachboost data reflects a 30% increase of improved teaching practice of at least 1 proficiency level based on Danielson 3b Questioning and Discussion.
D. Timeline for implementation and completion including start and end dates
1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The Writing Matters staff developer will be available one day a week to work with school content coaches and ELA and Mathematics teacher teams at least 1 X per week for one 45 minute period to work collaboratively on DOK question development embedded in lesson plans and/or units of study for alignment with student needs, CCLS, Danielson (1e Professional Planning, 3b Questioning and Discussion, Danielson's 3c Engaging Students in Learning).
2. Supervisors and coaches conduct calibration walkthroughs 2X per month and visit at least 3 classrooms using the lens of Danielson Danielson's 3b Questioning and Discussion and 3c Engaging Students in Learning. At least 3X per year the network content specialists and/or Talent Coach conduct calibration exercises to ensure calibration within 1 rating on the HEDI scale for 3b and 3c.
3. Approximately every 2 months, the instructional leadership team and the Achievement Coach meet to analyze data trends in Teachboost and Advance to evaluate progress in improving teaching practice towards achievement of this goal.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
The 2012 – 2013 Quality Review report is used to inform this needs assessment and the continuation of this goal from the previous year. QR Indicator 1.4 was identified as an area of strength, "School leaders and staff work cohesively to promote a respectful, caring environment that supports adult learning and enhances students' academic and personal growth."										
Review Type:	Quality Review	Year:	2012-13	Page Number:	3	HEDI Rating:	WD			

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.									
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health						
X	5.4 Safety	X	5.5 Use of data and student needs						

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 90% of our teachers will incorporate our revised school Positive Behavior Intervention System (PBIS) in order to achieve a positive school culture. To incorporate revisions to our School Positive Behavior Intervention System including student, teacher and parental input to increase the value of the system.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school implements a revised PBIS program, based on a school generated behavior rubric that is used by teachers. This initiative rolls out in September at kick-off assemblies for all three grades. Teachers instruct the new Grade 6 students in all components of the rubric and review the rubric with grades 7 & 8. Each time a teacher identifies positive behavior based on the rubric, the teacher awards the student with a "U ROCKS" coupon. "ROCKS" is an acronym for Respect, On Task, Citizenship, Kindness and Safety. The student advisory committee consisting of 2 elected student representatives from each class participate in monthly meetings facilitated by the Principal and the guidance team. Part of the student advisory committee's role is to monitor the effectiveness of the PBIS program based on an analysis of data, conversations with the students they represent and their own personal experiences with the program. The parent coordinator works with the principal to design and deliver a PBIS workshop for parents to enlist their support.
2. The Principal secures a partnership with the RSE-TASC Cluster 2 Behavior Specialist for guidance in the revision of the PBIS program for closer alignment with the DOE's model to meet city and state behavior standards. The principal establishes a PBIS team, who attend 6 training sessions encompassing components of behavior pathways for Tier 1, 2 and 3 level supports. The PBIS Team revises the current PBIS system and oversees the implementation process. The network Administrator of Special Education (ASE) collaborates with the principal and PBIS team to provide feedback, guidance and support in the implementation of PBIS.
3. Administrators conduct walkthroughs for evidence of PBIS being utilized by teachers in classrooms and throughout the school. The principal and administrators discuss progress with the PBIS team. Together they monitor the implementation of the program and progress towards meeting this goal. The team makes recommendations and revisions to the plan, when necessary. The Network Safety Manager and ASE monitor yearlong suspension data, tracks trends and provides feedback to the principal to support the achievement of this goal.

B. Key personnel and other resources used to implement each strategy/activity

1. The PBIS team (comprised of Principal, Assistant Principal, Dean, SAPIS worker, social worker, school counselor, 1 IEP Teacher, 1 Math teacher and 1 Science teacher.), classroom teachers, parent coordinator - Resources: RSE-TASC; NY'S PBIS website; NY'S Behavior Standards.
2. The Network ASE RSE-TASC, school PBIS team - Resources: RSE-TASC; NY'S PBIS website; NY'S Behavior Standards.
3. Network Safety Manager, ASE - Resources: OORS Data

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the March, 2014 there is a 2.5% decrease in Principal Suspensions.
2. By the March, 2014 the PBIS Team will be mid-way through the development of the new PBIS system aligned with the Central model.
3. By the March, 2014 there is a 2.5% decrease in Principal Suspensions is anticipated.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In September, 2013, Teachers, students, school counselors and school leaders participate in 1 student kick-off assembly per grade for 1 period. The school schedules 3 assembly programs to familiarize students with the PBIS program. The PBIS committee meets 1X per month for 1 hour, after school to analyze data and discuss the program's effectiveness and to plan assemblies, purchase prizes and to make changes needed as per student advisory committee input. A student advisory committee is facilitated by the principal and guidance counselor, and meets 1X per month for one 45 minute period to monitor the program's effectiveness based on student analysis of data trends and findings. The Parent Coordinator delivers 2- 90 minute PBIS parent workshops one in the fall and one in the spring.
2. The school PBIS team commits to attend 6 training sessions delivered by the Cluster 2 RSE- TASC and attends regularly scheduled school team meetings. Resources: 175 days of Teacher Per-Diem for attendance at Cluster 2 RSE- TASC meetings and turn-key training at the school.
3. End of year activities will be planned to recognize and reward student who have collected the most number of u rocks.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
The 2012 – 2013 Quality Review report is used to inform this needs assessment and the continuation of this goal from the previous year. QR Indicator 1.4b reflected in the following statement: "Families participate in assembly programs, parent workshops and information sessions that highlight exemplary practices such as task commitment, good citizenship and clear expectations for student behavior, which they reinforce with their children."											
Review Type:	Quality Review	Year:	2012-13	Page Number:	3	HEDI Rating:	WD				

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.											
X	6.2 Welcoming environment				X	6.3 Reciprocal communication					
X	6.4 Partnerships and responsibilities				X	6.5 Use of data and families					

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2013, there will be an increase in family and community engagement as measured by a 5% increase in attendance at parent and community engagement events.											

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).											
A. Strategies/activities that encompass the needs of identified subgroups											
<ol style="list-style-type: none"> 1. Twice per year, parents are surveyed in English with translations in high frequency language to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents, families and community. The survey includes questions to determine the best time of the day to schedule workshops and the need for translators. 2. The Parent Coordinator compiles survey data and reports to the principal who then shares survey results with the School Leadership Team for feedback. The Principal and Parent Coordinator consult with the network Family Engagement Manager to address new initiatives from central DOE. The Principal and Parent Coordinator partner with the Center for Integrated Teacher Education (CITE), a consultant organization that plans and deliver relevant family workshops and retreats designed to build capacity for families and the community. Parent involvement/engagement strategies aligned with this goal will include the following: <ul style="list-style-type: none"> • Parent Meetings including parent teacher conferences and PTA meetings that inform the parents of the happenings within the school and their child's program and progress. • Workshop for parents who are new to the community and/or country to inform the parents about their child's instruction will be offered by our Parent Coordinator. • Center for Integrated Teacher Education (CITE) Workshops on CCLS, Danielson, ARIS Connect, ESL classes, Computer classes, Study Skills, etc. • Parent retreat scheduled for Spring 2014 3. To increase parent engagement, before each workshop and retreat, the PTA will give out flyers publicizing the event translated into our parents' high frequency languages. The PTA President introduces the workshop, reads the flyer and encourages parents to attend. At the bottom of the flyer there will be a raffle ticket 											

indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop. Upon entering the workshop, parents will be given another raffle ticket. At each meeting, there will be a parent give-away raffle with prizes donated by the school and/or the community.

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator and School Building Leaders - Resources: School Created Family Survey
2. Parent Coordinator, School Building Leaders, Staff Presenters, Network Family Engagement Manager
3. PTA Leadership, Parent Coordinator, Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Fall survey is administered by October 2014. Spring survey is administered by February 2014. to track progress
2. By the March, 2014 there is a 2.5% increase in attendance at parent and community engagement events
3. By the March, 2014 there is a 2.5% increase in attendance at parent and community engagement events

D. Timeline for implementation and completion including start and end dates

1. October 2013 & January 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School created parent surveys are administered at PTA meetings and backpacked home in October 2013 & January 2014
2. One 2-hour Parent/Family Workshop is scheduled for each month from October through May. One all day parent retreat is scheduled for spring 2014. Resources: Non-Contractual Title I funds will support the partnership with Center for Integrated Teacher Education (CITE) to deliver 4 parent workshops on topics such as CCLS, Danielson, ARIS Connect, ESL classes, Homework help, Study and Testing Skills, etc.
3. One 2-hour Parent-Teacher Association meeting is scheduled monthly from September 2013 – June 2014. One 2-hour Parent/Family Workshop is scheduled for each month from October through May

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	X PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	iReady Supplementary Instruction	Small group instruction	Before and afterschool
Mathematics	Math XL Supplementary Instruction	Small group instruction	Before and afterschool
Science	Science Supplementary Instruction	Small group instruction	Before and afterschool
Social Studies	Social Studies Supplementary Instruction	Small group instruction	Before and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, mandated support, high school application preparation and administration, crisis intervention services by the guidance counselor Counseling	Small Group counseling during the day	During the Day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey. Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> o Frequent communication with our Network Human Resources Director when vacancies occur. o The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates o The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. o The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. o The school maintains a professional library to promote promising and effective practices. o The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers. Our high quality professional development will include but not be limited to the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas. • The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS. • Implementation of the new Core Curriculum Expeditionary Learning in ELA and CMP-3 for Math is supported through high quality professional development for teachers and paraprofessionals delivered by the principal, APs, instructional lead, network content specialists or outside educational consultants. • Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their lesson plans and instructional practices. • Our staff members fill out a professional development survey to see what they feel they need in order to be successful in the classroom. The instructional team plans all professional development training to our staff. If a staff member needs training beyond what we can provide them they are sent outside of our building to receive this training

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational

program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, PF Set Aside, NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the content areas.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all content areas.
- Textbook and instructional materials purchased for all content areas.
- Afterschool programs in ELA, Mathematics, Science Social Studies & ESL.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve schoolwide improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL team attended Central and network professional development sessions to learn about MOSL and the New *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month 3 hours of professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 347
School Name School of Humanities		

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

Principal Dr. John Barbella	Assistant Principal Alejandro Fernandez
Coach Katherine White	Coach type here
ESL Teacher Christine Larsen	Guidance Counselor Wilfred Viera
Teacher/Subject Area Jennifer Ramos/ Special Ed	Parent
Teacher/Subject Area Adrienne Lopez /Science	Parent Coordinator Henry Baez
Related Service Provider Kinelma Perez/ SETSS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	400	Total number of ELLs	71	ELLs as share of total student population (%)	17.75%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	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>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							1	1	1					3
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	22
SIFE	8	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	33

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	5	5	22	3	9	33	0	8	71
Total	16	5	5	22	3	9	33	0	8	71

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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							21	23	25					69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	22	24	25	0	0	0	0	71

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	3	6					10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							8	10	6					24
Advanced (A)							13	11	13					37
Total	0	0	0	0	0	0	22	24	25	0	0	0	0	71

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	2			21
7	21				21
8	23				23
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	17		4						21
7	18		3						21
8	20		3						23
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		15		2				20
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our ELA department administers a scholastic assessment that determines the lexile level of all students including ELLs and SWDs. Results are discussed during teacher team meetings. Teachers craft lessons that have appropriate scaffolds and entry points that help students access the material.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the spring 2013 NYSESLAT there were some significant changes to all subtests. This is reflected in the decrease in scores in many areas, across the grades.
In our current 6th grade most of the students lost points on the speaking test, or had no change. This is a direct result of the dramatic changes made to the speaking test format and structure this year.
Another area of concern is the writing subtest for grade 6; where most grade 6 ELLs lost points. Again, the writing test essay was completely changed from previous years and was more challenging. The reading subtest, however, was more split, with nearly the same amount of students gaining and losing points.
Our 7th graders, they are more advanced than intermediate students this year, which is a show of some growth. As far as the individual subtest, there were still drops in every area, although in reading it wasn't as dramatic. For instance, on the reading subtest, only 7 students lost points; however on the writing subtest 16 students dropped points. The stark difference between our current 6th and 7th grade students on the speaking test is that while again most students lost points, most 7th graders already had at least 30 points on speaking, nearly proficient, while 6th grades tended to have scores in the mid-twenties.
In our 8th graders, there was very little movement between overall levels. Most students dropped points in listening and speaking. Just as with the other sections, the listening test changed dramatically this year, adding a piece that was actually taken out of the ELA exam, the note-taking item. On the reading test, it was more of a mix; with the same number losing and gaining points. Still, on the writing subtest most of the students lost points, due to the change in the essay question.
In all three grades, the only part without a majority of students losing points was the reading exam. This should be attributed to the fact that it is the only subtest that wasn't truly altered. The reading test preparation the students received in the classroom still served them for that part. It was simply the other sections with major changes that brought the true drops in scores.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our teacher teams align and refine curricula with CCLS. Instruction of all students including ELLs and SDWs is centered around complex text with multiple entry points and appropriate scaffolds.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Our ELLs need to improve in all four modalities. As a school we have an emphasis on vocabulary development. All teachers work on developing Tier II vocabulary words, so that students are better able to access complex text. An school wide goal is to improve student to student interactions. Developing accountable talk and fostering student discussions, our students will fair better in the speaking assessment. Student writing is supported by all subject area teachers. Students work using the writing process. Read alouds are also conducted in all subject area classes, improving their listening skills. All assessments are given in english. Students are provided with glossaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We provide resourses such as dictionaries in their own language, glossaries for examinations and reading material.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is evaluated by ELLs making AYP and making progress in the NYSESLAT.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At enrollement the Home Language Identification Survey is given to the parent in order to determine Lab-R eligibility. If the student is eligible he/she will be given the Lab- R , if he/she speaks Spanish he/she will also be given the Lab-R in Spanish. If student scores below proficiency the student is an Ell therefore the matriculation and interview process will begin.
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.
Parents will be shown a Department of Education video by the parent coordinator. Parents can exercise their parental option and opt for a Transitional Bilingual Program, Dual Language , or Freestanding E.S.L program. Parents decide what program best suits their needs. Students must be placed within 10 days of enrollment. If parents opt for a program that is not given at the school, the parent coordinator and other faculty can assist the parent in finding another school. If a parent opts for dual language or a bilingual program the parent coordinator email "transfers@schools.nyc.gov". Currently all parents have chosen to remain at IS 347, in an ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our ELL coordinator or ELL supervisor ensure that parents receive forms such as Parent Survey's and Parent Selection questionnaires in a timely fashion. These forms are provided in the language of the home (if available). Both the E.L.L and parent coordinator have regular meetings and telephone conversations to assist parents. Our goal at I.S 347 is to provide our Ells with quality education. Together with the help of our parents we are working towards that goal.
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.
Once a child has been identified as an ELL from the Home Language Survey we have an initial parent orientation were the parent is interviewed by the E.L.L coordinator or ELL supervisor (certified in Bilingual Education and is experienced in working with Ell's and their parents). The coordinator organizes an interview with the parent and student. Then she conducts the Lab-R assessment within the first ten days of admission. The parent coordinator also works together with the school by organizing a meeting were the parent is shown a video of the different ELL programs that are offered in N.Y.C by the Department of education. During this session the parent decides what program best services their child. The parent is informed of the programs that the school offers. If there is not a program that best services the need of the student, the parent is informed of alternate placement for their child. In addition to the first parent orientation, meetings are held regularly by the school. The principal, assistant principals, parent coordinator and E.L.L coordinator are usually present to inform parents of curriculum and school issues. We find that the majority of parents have decided to attend the IS 347's E.S.L program. Our Freestanding E.S.L program has also proven to be successful with our parents since they know they will get the support both they and their child need.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The testing coordinator arranges for the school to be on "lockdown" for the Reading, Writng, and Listening portion of the test. The E.S.I and the reading specialist coordinate to do the Speaking portion of the test.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?
- In our school we have a freestanding E.S.L program. We have 10 beginners, 24 intermediate, and 37 advanced students as noted in the NYSESLAT exam. Our ESL teachers serve these students utilizing a push-in model and pull out model. An ESL teacher pushes in the content area classes and co-teaches offering varied entry points affording ELLs and opportunity to access the material taught. Ells are pulled out on a need basis during content areas, and talent periods by the E.S.L teacher. Beginner and intermediate students received a minimum of eight periods of ESL a week. Advanced students receive a minimum of four ESL periods a week. They also receive 4 periods of E.L.A.
- Our ELLs are group in one class per grade. Our ELLs / SWDs students are groups in their appropriate class designation, as specified in their IEPs.
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)?

Our beginner and intermediate ELL students receive a minimum of 8 periods [360 minutes] of ESL instruction. Our Advanced ELL students receive a minimum of 4 ESL periods [180 minutes] and 4 ELA periods of instruction. Our instructional periods are 45 minutes long.

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

Content area instruction is given by a licensed teacher and at times is assisted by an ESL teacher. Instruction is given in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Only the Lab-R is given in Spanish to Newcomers if Spanish is their Native Language. Otherwise instruction is given in English. We only have an ESL program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
E.S.L teachers give various assessments to students to monitor their growth and needs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Plan for SIFE students and students with 2 or less years in the country.

Push-In/Pull-out services

Title III After school services that targets special academic needs of SIFE student

Team Teaching

Special needs:

Setss Services

Small class size

Title III After school program

Plan for For Long-Term Ell's

- Independent Reading
- Authentic Author Studies
- Teaching of the 5 Writing Genres
- Genre Studies
- Accountable Talk
- Literature Circles
- Poetry Workshops
- Use of Sourcebooks
- Book Discussion Groups
- Conferencing
- Annotated Bibliographies
- Word Walls
- Use of Culminating Cultural Projects as an Assessment Tool
- Use of Portfolios as an Assessment Tool
- Use of Rubrics as an Assessment Tool

- Implementation of a Model of Differentiated Instruction. Multiple entry points, scaffolds, and extensions
- Provision of After School Programs

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

We also have Team Teaching which has assisted students in both E.S.L and in the content area curriculum. At times the E.S.L teacher starts the lesson by introducing vocabulary using E.S.L methodologies . The content area teacher proceeds with the lesson while the E.S.L teacher uses multiple entry points and scaffolds to assist the Ells. All E.S.L teachers use Q-Tel, Excell, and other programs that have proven succesful. In addition, Wednesday mornings content specific teacher teams meet to discuss and practice E.S.L strategies. There are also books available in other languages such as Arabic and Spanish. Students are able to read these books during independent reading. Content area books are also available in Spanish. Cognates are frequently used in the content area to facilitate language acquisition.

Our Ell's -(Swd) are served using a push-in model. An ESL teacher provides services in their classroom. The teacher is able to collaborate with the content area teacher so it doesn't interfere with instruction. The teacher utilizes methodologies that helps students in their acquisition of the new language. They are also served using a pull out model affording them an opportunity of having small group instruction , targeting their needs. These (Ell-Swd) are also able to participate in gym activities, computer lab, and Foreign Language integrated with the rest of the school population.

We have included them in our Title III program to give them additional help in test-taking skills, reading, listening and writing. Our after school program caters to the needs of all students. In addition teachers also have resources that are readily available for our Ells. We have dictionaries in the languages of most of our students, encyclopedias and a full equipped library that meets the needs of our Ells.

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

All subject area curricula are aligned with CCLS. Teachers use formative and summative data to plan lessons that provide students multiple entry points, scaffolds and enxtensions. Our master schedule allows for SWDs flexible programing as specified by their IEPs.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We will have a team of teachers assist in classes that have ELL students.. This will especially assist newcomers and long term ELL's that are in need of remedial help.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current Title III program offers language acquisition skills in our after school program. We also have trips and workshops in which parents can attend.
11. What new programs or improvements will be considered for the upcoming school year?
- We are previewing a number of web based programs that could assist our students in making AYP. One such program is ESL ReadingSmart. ESL ReadingSmart is an effective web-based learning environment designed to accelerate English language development (ELD) for English language learners in grades 4 through 12, college, and adult education programs. Each lesson contains activities and reading selections for students, as well as online lesson plans, worksheets, and printable handouts for teachers. Instructional materials are written at a variety of English proficiency levels, helping teachers solve the challenge of teaching ELLs in multi-level classrooms. ESL Reading Smart content is designed to accelerate English language development, support state ESL learning objectives, track students English language development, integrate ELA and ESL objectives and integrate reading, writing, listening and speaking skills.
12. What programs/services for ELLs will be discontinued and why?
- Achieve 3000 will no longer be utilized, due to funding issues.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have an afterschool program that meets the needs of all our students. ELLs are encouraged and invited to attend. ELLs are also invited to any other program offered before and afterschool.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have a school library that caters to the needs of our Spanish speakers. We also have dictionaries and some story books in Spanish, Arabic and Chinese. We have a mini lab specially designed for ELLs
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ESL program delivers instruction in English. Student's native language is supported by the use of glossaries and dictionaries. Most of our teachers are bilingual and support our newcomers in Spanish clarifying concepts.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Our ESL program follows the mandates of the New York State Department of Education. Texts used are leveled; students are afforded scaffolds appropriate for their grade level. Students' levels are monitored by teachers and instruction is modified as per student need.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Our parent coordinator, guidance counselor and administrators track newcomers. There are formal and informal meetings held with ELLs and their parents.
18. What language electives are offered to ELLs?
- Spanish, French
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

IS 347 opted in the new core curriculum for ELA and mathematics, sponsored by New York City. As part of the ongoing Professional Development all our ELA and Math teachers have attended PD in the implementation of the new curriculum. Teachers were trained in modifying instruction for ELLs and SWDs.

In conjunction with CFN 208 lead teachers are trained in ELL methodologies and strategies. Information is turned keyed during Faculty conference, Grade conferences and Department meetings.

As part of the new teacher effectiveness program, our teachers attend weekly professional development sessions. Some of the topics in these sessions include CCLS, implementation of Danielson's A framework for Teaching, Best Institutional Practices for general education, ELL and SWD students, Looking at student work, Assessment, etc.

All teachers fill out PD survey in September. Teacher professional development is tailored according to the needs express in the opening survey. Teachers have an opportunity to attend PD in school and outside of school.

All staff receives PD related to ELLs pedagogy and compliance. This PD is conducted by IS 347 and CFN 208 staff. In addition, teachers have an opportunity to attend citiwide PD.

In order to satisfy the minimum 7.5 hours of ELL training all staff receives training related to ELL pedagogy during the designated teachers' professional development days on Thursday mornings. Additional training is conducted during Faculty conferences and Grade conferences held after school monthly. All agendas and attendance is recorded and maintained at school.

D. Parental Involvement

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

Once a child has been identified as an ELL from the Home Language Survey, all parents are invited to an initial parent orientation where the parent is interviewed by the ESL coordinator. The parent coordinator also holds a workshop for parents who are new to the community and/or country to inform the parents about their child's instruction, and the various programs offered to the students within the NYC public school system. The parent makes the decision about which program would best meet their child's needs. The programs of the school are then presented to the parent and if the parent feels that the school doesn't have a program that would benefit their child, they are offered an alternate placement. In addition to the first orientation meeting, meetings are scheduled regularly by the school to inform the parents of the happenings within the school and their child's program. The administration and parent coordinator are present at these meetings to inform the parents of the curriculum and various school issues. Together, we work with the parents to provide all students with quality educational programs that meet the needs of the students.

School trips are planned so that students and parents have the opportunity to enhance their learning. Trips have become a vital part of our teaching since students are exposed to the theatre and other cultural experiences.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: IS 347

School DBN: 32K347

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. John Barbella	Principal		
Mr. Alejandro Fernandez	Assistant Principal		
Mr. Henry Baez	Parent Coordinator		
Ms. Christine Larsen	ESL Teacher		
	Parent		
Ms. Jennifer Ramos	Teacher/Subject Area		
Ms. Adrienne Lopez	Teacher/Subject Area		
	Coach		
	Coach		
Mr. Wilfred Viera	Guidance Counselor		
	Network Leader		
Ms. Kinelma Perez	Other <u>SETSS</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **32K347** School Name: **I.S. 347 School of Humanities**

Cluster: **2** Network: **208**

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.

Our parent coordinator together with our ELL coordinator interview the parents and assess their language needs. In addition regular meetings are held to ensure that our parents are acquainted with the school and they can freely discuss language issues.

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.

The languages spoken by are parents are Spanish (majority) 1 Arabic and 1 Chinese. As previously stated periodic meetings are given by the parent coordinator.

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.

Spanish translated copies of school policy and notices are given. Our arabic and chinese parents speak and are able to communicate in English.(and actually prefer English)

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

For state examinations we do hire interpreters and translators to assist us with the students. Teachers also request their translation assistance. Staff, Parent Coordinator and ELL Coordinator are readily available.

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>.

Since our majority of parents speak Spanish the Translation and Interpretation Unit is used on rare occasions. We mostly utilize in-house translators from our staff. However for our Community Education Council meetings we do request their assistance. As mentioned before we hire translators from L.I.S to meet our other language needs.

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: I.S 347	DBN: 32K347
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our students receive direct supplemental instruction in an afterschool ESL program. Our after school program targets specific E.S.L needs such as language acquisition, remedial reading and writing for our SIFE students. Our program also addresses specific needs of ELL's who have been receiving services for a number of years and still haven't been able to pass the NYSESLAT. Our afterschool program serves students in grades 6th to 8th. Our program utilizes Achieve 3000 to create an individualized plan for our ELL students. One E.S.L teacher works with 30 students. Our program meets three times a week for the duration of approximately 15 weeks, starting in the first week of November and ending in the middle of March right before the NYSESLAT. Instruction will be delivered by a New York State Certified ESL teacher.

For additional support we have an experienced Bilingual certified administrator that organizes and mentors the teachers who are working with the English language learners. This supervisor will also continue his work in the after school program.

Part C: Professional Development

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

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

Begin description here:

Our staff works together to establish an equitable curriculum for our ELL's. Our E.S.L teachers will attend professional staff development workshops, such as; Brain Research : Keeping ELLs in Mind, and Common Core Learning Standards and ELL curriculum in November. This sessions and others will help our ESL teachers learn how to implement scaffolding strategies into their pedagogy to assist our struggling students.

The diverse trainings and workshops have in the past given us the opportunity to work closely as a staff. On school professional development days we work together to develop lesson plans that suit our ELL's. Rigorous test practice skills and the concentration of all ELL learning modalities have been our pursuit. We have also adjusted the teaching programs so that our teachers have the opportunity to work

Part C: Professional Development

closely and plan accordingly.

Part D: Parental Engagement Activities

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

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

Begin description here:

The parent coordinator holds a workshop for parents who are new to the community and/or country to inform the parents about their child’s instruction, and the various programs offered to the students within the NYC public school system. In addition to the first orientation meeting, meetings are scheduled regularly by the school to inform the parents of related events within the school and their child’s program. The administration and parent coordinator are present at these meetings to inform the parents of the curriculum and various school issues. Together, we work with the parents to provide all students with quality educational programs that meet the needs of the students. There are workshops held from Monday to Thursday that include E.S.L and Computer skills. The parent coordinator (Henry Baez) is the instructor for these programs. The Coordinator contacts the parents by telephone and sends out notices. The workshop sessions start in October and conclude in May. The topics are: ESL-Mondays and Thursdays, Computer Skills- Tuesdays and Fridays, and New arrival ELL orientation as needed.

School trips and Jazz festivals are planned so that students and parents have the opportunity to enhance their learning. Trips have become a vital part of our teaching since students are exposed to the theatre and other cultural experiences.

Part E: Budget

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

Allocation Amount: \$

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

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.
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)		
Travel		
Other		
TOTAL		