



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: IS 339
DBN (i.e. 01M001): 09X339
Principal: MS. KIM OUTERBRIDGE
Principal Email: KOUTERB@SCHOOLS.NYC.GOV
Superintendent: MS. DOLORES ESPOSITO
Network Leader: MR. MICHAEL ALCOFF

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
Ms. Kim Outerbridge	*Principal or Designee	
Mr. David Mello	*UFT Chapter Leader or Designee	
Ms. Arleny Lopez	*PA/PTA President or Designated Co-President	
Mr. Jemel Martin	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Mr. Jose Betancourt	Member/ Teacher	
Ms. Sabrina Cruz	Member/ Teacher	
Ms. Celeste Ross-Barry	Member/ Teacher	
Ms. Jill Chetaitis	Member/ Teacher	
Ms. Erica Patrick	Member/ Teacher	
Ms. Samantha Solimo	Member/ Teacher	
Ms. Regina Boundurant	Member/ Parent	
Ms. Wendy Trantham	Member/ Parent	
Ms. Rosario Pedraza	Member/ Parent	
Ms. Iliana Delgado	Member/ Parent	
Ms. Carmen Ramos	Member/ Parent	
Ms. Erica Harrichan	Member/ Parent	
	Member/	
	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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 14 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-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ 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)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 09X339

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	606	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	44	# SETSS	35	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	94.2%	% Attendance Rate			87.5%
% Free Lunch	95.8%	% Reduced Lunch			2.0%
% Limited English Proficient	32.8%	% Students with Disabilities			24.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			31.5%
% Hispanic or Latino	66.7%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	0.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals			3
# of Deans	2	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	5.6%	% Teaching Out of Certification			11.6%
% Teaching with Fewer Than 3 Years of Experience	29.2%	Average Teacher Absences			6.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4			3.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			51.2%
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			
Priority School	X				

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		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (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	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

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.			
<p>Reflecting upon our schools 12-13 SCEP administrative teams school leaders utilized SLT and cabinet meetings to improve communication throughout the school. The principal has utilized a variety of structures to cultivate a highly supportive and inclusive culture that positively and significantly impacts the academic and personal development of staff and students, evidence of this is reflected in our School’s Progress Report with a B grade. The school strategically uses resources, that align to the school’s goals, resulting in meaningful student work products. Across classrooms, teachers align assessments to curricula and “Danielson’s Framework for Teaching”, in order to make effective instructional adjustments that support student learning. School leaders support teacher development through frequent cycles of classroom observation that promote reflection and growth based on this framework. Our professional development opportunities support teachers to meet their goals and reflect on student learning and teachers’ best practices</p>			
Describe the areas for improvement in your school’s 12-13 SCEP.			
<ul style="list-style-type: none"> • Effectively communicate a clear vision for improving student achievement. • Develop a collaborative inquiry team that is able to support all staff in the delivery of a high quality curriculum with essential support for all subgroups within the school. • Providing opportunities to all learners, with a specific focus for ELL’s and students with disabilities in order to meet CCLS and student needs through differentiation. 			
Describe the barriers and challenges encountered while developing and implementing your school’s 12-13 SCEP.			
The barriers and challenges encountered while implementing our school’s 12-13 SCEP were seen when creating a collaborative learning environment for all. Also, providing financial resources for instructional programs and extracurricular programs was another challenge.			
Describe the degree to which your school’s 12-13 SCEP was successfully implemented.			
Our schools 12-13 SCEP was successfully implemented because the principal has utilized a variety of structures to cultivate a highly supportive and inclusive culture that positively and significantly impacts the academic and personal development of staff and students. Our instructional practice has been aligned with Danielson framework, and our curriculum has been aligned to the CCLS.			
Were all the goals within your school’s 12-13 SCEP accomplished?			Yes
			X
			No
If all the goals were not accomplished, provide an explanation.			
The IS 339 SCEP goals of 2013 are currently improving every year. Evidence of student growth can be tracked with NYS examination results. The school’s learning environment portrays all the emphasis that we are putting into student learning and success to reach our goals. The vision of this school is clearly shared and can be felt within the school building, there is still room for improvement and growth.			
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.			

The anticipated challenges in developing and implementing our school's 13-14 SCEP will be when it's time to implement and coordinate the new systems and demands of MOSL and CCLS.

List the 13-14 student academic achievement targets for the identified sub-groups.

The 13-14 student academic achievements for the targeted identified subgroup is, 5% improvement in ELA and Math for the lowest third, ELLs, and SWDs.

Describe how the school leader(s) will communicate with school staff and the community.

The school leaders will communicate with school staff through monthly faculty conferences, grade meetings, subject area meetings, team meetings, letters, emails, school website and any priority notifications will be shared with faculty during daily morning announcements. The school leaders will communicate with the community via letters, flyers, phone call system, SLT meetings, PA meetings, monthly parent workshops, forums and teacher conferences.

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

The principal and her cabinet create and promote a respectful environment for the entire school community, in order for all of our students to have the tools they need to succeed to be life-long learners. We not only meet the standards, we raise the bar for our faculty and students. All populations of children, parents, and teachers will engage collaboratively to ensure accelerated student learning through reflective practice and professional learning experiences.

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

The administrators of the school design, coordinate and implement systems (standards based curricula, with a priority on writing across the content areas in order to improve student achievement). Content area teams meet at least twice a week to modify units of study for all students.

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

We specifically targeted both administrative and teacher practice through ongoing professional development, consistent observations of teaching staff with immediate feedback, modification of curriculum based on CCLS, strategic use of resources to address student needs, and we also created a collaborative inquiry team of teachers to share best practices and analyze student data.

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

A strong and consistent leadership team, with a cabinet that meets regularly to review, clarify and refine the improvement plan based on the school's needs.

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).			
Expand the depth of pedagogy to consistently provide high quality supports that foster student independence, leading to rigorous learning. (1.2)			
Review Type:	QR	Year:	2013
		Page Number:	6
		HEDI Rating:	Developing

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.			
	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources		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.	
Our mission is to cultivate and develop the entire school community so that all students are college-and-or career ready, with focus on all populations of children. Administrators and teachers will engage collaboratively to ensure accelerated student learning through reflective practice and professional learning experiences, utilizing such modalities as project based learning, accountable talk, and looking at students work product as well as using multiple entry points. Students will be more involved in their own practices.	
By June 2014, there will be a growth in student improvement by 7% in the areas of English Language Arts and Mathematics, as measured by the 2014 NYS ELA and NYS Mathematics. We will also decrease the amount of students scoring at level 1 in English Language Arts and Mathematics by 10%.	

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"> 1. Documented formal and Informal observations and inter class-visitations that include actionable feedback to teachers with emphasis on the entire C. Danielson Rubric (PPR APG). 2. The school leadership will work during the school day, after school and during the summer to align Danielson framework with the curriculum units and tasks to the CCLS in all content areas. 3. Teacher Team meetings to support teacher effectiveness and our response to data (assessment results and student work) as a school wide initiative (PD, DB). 2.2, 4.2 4. Collaborative Inquiry meetings " to improve teacher practices and meet the needs of all students. 1.2, 2.2, 4.2 5. Content Team teacher team meetings " to support teacher understanding of the citywide instructional shifts and the CCLS (Reading, Writing, Speaking/Listening, and Language) in both the written unit/daily plan and in pedagogy (TG). 1.1, 2.2, 4.2 6. Ongoing Professional Development in response to the needs of the staff as determined by the PD survey and informal observations (TG). 4.1, 4.2 7. Parent workshop that are going to support family engagement and inform parents and families of the CCLS, School wide expectations, and community related concerns. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Principal and assistant principal 2. Principal, assistant principals, network supervisory staff, and teachers 3. Assistant principals and teachers 4. Principal and assistant principals, and teachers 5. Principal and assistant principals, and teachers 6. Principal, assistant principals, network supervisory staff, and teachers 7. Principal and assistant principals, and parent coordinator 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. By February, completion of two supervisory observations with actionable feedback to teachers with emphasis on the Domain 2 and 3. 2. Participate in at least of two meeting weekly 	

3. Participate in at least of two or three meeting weekly
4. Completion of three collaborative inquiry cycles
5. Participate in at least of two or three meeting weekly
6. Participate in at least of one PD weekly
7. Participate in at least of one PD monthly

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

1. September to June 2014
2. September to June 2014
3. September to June 2014
4. October to June 2014
5. September to June 2014
6. September to June 2014
7. September to May 2014

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

1. Scheduled time during the school day for individual conference with each teacher and administrator (pre- and post conference feedback sections)
2. Time for professional development during school and after school time
3. Scheduled meetings during the school day for share best practices and analyze data
4. Scheduled meetings during the school day for share best practices and analyze data
5. Time for professional development during school and after school time

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	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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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
X	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).

Further develop curricula by incorporating more academic tasks that enable students to demonstrate critical thinking skills and effectively close the achievement gap. (1.1)

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	DevelopinG
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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
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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, 100% of ELA, Math, Social Studies and Science classes will provide opportunities for students to experiences Common Core Aligned units of study with embedded instructional tasks that promote critical thinking skills as evidenced by classroom observations and teacher/team evaluation. curriculum units will contain multiple entry points ensuring access for all learners, with specific focus for ELLs and SWDs.

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. Principal and assistant principals will facilitate professional development activities on interpreting the data and utilizing the information to curriculum development with strong emphasis on the Common Core Learning Standards aligned to the New York State Performance indicators will guide and shape " what will be taught" in grades 6-8.
2. All teachers meet with other content area teachers at least twice a week. In this way, teachers build capacity and write curriculum maps displaying "depth verse breath" within each unit.
3. Network professional development will be at school site.
4. Collaborative Inquiry teams will use the analysis students work protocol to gather information about students learning and make revision and decisions on instructional objectives. academic goals,skills to be taught and best practices.

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

1. Principal and assistant principals
2. Principal, assistant principals, and teachers
3. Principal, assistant principals, network supervisory staff
4. Principal, assistant principals, and teachers

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

1. Completed data analysis for each student, an observation of implementation of monthly professional development topics.
2. Completed units plans and tasks in ELA, Math, Social Studies and Science which aligned with the CCLS
3. Minutes of weekly co-planning meetings
4. Minutes of monthly meetings and action plans

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

1. Weekly, September to June 2014
2. Weekly, September to June 2014
3. Monthly, September to June 2014
4. Weekly, October to June 2014

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

1. Professional development for teachers(three sessions per week)
2. Scheduled meetings during the school day for share best practices
3. Scheduled meetings during the school day for share best practices and analyze data
4. Time for professional development during school and after school time

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	X	Title III		Grants
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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 #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).

Expand the depth of pedagogy to consistently provide high quality supports that foster student independence, leading to rigorous learning. (1.2)

Review Type:	QR	Year:	2013	Page Number:	6	HEDI Rating:	Developing
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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	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	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, 90% (63) of all teachers (70) at is 339 will be evaluated as effective as per the Charlotte Danielson rubric. All teachers will demonstrate progress towards the instructional shifts and Danielson Framework for Teaching that aligns curriculum while engaging and meeting the needs of all learners.

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. 1. Daily informal and informal observations are done in pairs(informal observations) and individually on an ongoing basis. Classroom Observations
2. Full-period formal
3. Partial-period informal
4. Full-period informal
5. 2. Actionable feedback is given to teachers along with an improvement plan that includes actionable expectations. Follow-up informal observations occur within two weeks. Teacher Feedback
6. Written
7. Oral (via teacher meetings)
8. Areas of strength / quality elements
9. Areas for growth / needs
10. Specific, targeted next steps
11. 3. Principal, assistant principals and IEP teacher will work directly with grade and subject area teams to ensure the units of study are in alignment with Common Core Learning Standards and Instructional shifts

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

1. Principal and assistant principal
2. Principal and assistant principal
3. Principal, assistant principal, and teachers
4. Principal, assistant principal, network supervisory staff
5. Principal, assistant principals, network supervisory staff, and teachers will facilitate PD activities for all teachers including ELLs and SWDs teachers.
6. Aligned Professional Development
 7. 1. For Teachers
 8. a. Rubric Domains
 9. i. Planning , Preparation and Differentiation
 10. ii. The Classroom Environment
 11. iii. Instruction and DOK
 12. iv. Professional Responsibilities
 13. b.Targeted professional sessions based on individual and group needs and trends
 14. c.Rubric norming

15. For supervisors
16. i. Rubric norming
17. ii. Cultivating and delivering effective feedback; targeting next steps
18. iii. Data analysis
19. Data, Monitoring, and Revision
20. 1. Program effectiveness
21. 2. Data analysis-
22. a) Limited English Proficient Learners-will be tracked using NYSESLAT, ARIS, NYS ELA/MATH Assessments, Acuity and teacher formal and informal assessments.
23. b) Students With Disabilities- will be tracked using student portfolios, IEP's and NYS ELA/MATH Assessments.
24. i. Tracking growth over time
25. ii. Identifying growth areas
26. iii. Targeting professional learning
27. iv. Analyzing impact on student achievement

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

1. Improvement in teaching practices such as grouping for instruction and accountable talk as per administrator observation
2. Improved performance in teaching techniques as evidenced by informal and formal observations
3. Units of study that show evidence of alignment with CCLS and instructional shifts
4. Completion of Professional development activities(High teacher attendance and interest)

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

1. Daily informal and formal observations, September to June 2014
2. Administrative / teacher feedback sessions, September to June 2014
3. Weekly meetings and observations, September to June 2014
4. Weekly PDs and observations, September to June 2014

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

1. Scheduled meetings, conferences and classroom visits during the school day for share best practices
2. Scheduled classroom inter-visitations during the school day for share best practices
3. Scheduled peer school visits during the school day and after school to share best practices
4. Scheduled time during the school day and after school for PDs activities

Budget and Resource Alignment

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

<input checked="" type="checkbox"/>	PF Set Aside	<input checked="" type="checkbox"/>	Tax Levy	<input checked="" type="checkbox"/>	Title IA		Title IIA		Title III		Grants
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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.

<input checked="" type="checkbox"/>	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).

Strengthen the current guidance advisory structure to ensure the ongoing social and emotional support for all students in order to maximize student achievement

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	Developing
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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.

	5.2 Systems and partnerships	<input checked="" type="checkbox"/>	5.3 Vision for social and emotional developmental health
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	5.4 Safety	X	5.5 Use of data and student needs
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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, 100% of our students will be supported and engaged in activities that address social and emotional needs. This will be measured by a decrease in student incidents as reported in OORS and an increase in student attendance, as well as performance and outcomes on the 2014 NYS ELA and Math assessments. All indicators on the School Quality Review will show proficiency or better as measure by the scores noted in the guidelines set by the New York State/New York City Department of Education.

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**
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health
 - Finding, organizing and disseminating all sources of data in order to create goals and actions plans to address students needs
 - Effective use of the Respect For ALL Team to facilitate assemblies and classroom visits
 - Effective use the Respect For ALL Team to support and address absence and lateness
- B. Key personnel and other resources used to implement each strategy/activity**
- Principal, assistant principals, network supervisory staff, guidance counselor, parent coordinator, teachers, and school aides
 - Principal, assistant principals, network supervisory staff, guidance counselor, parent coordinator, teachers, and school aides
 - Principal, assistant principals, network supervisory staff, guidance counselor, parent coordinator, and school aides
 - Principal, assistant principals, network supervisory staff, guidance counselor, parent coordinator, teachers, and school aides
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Monitor all the reports and sources of information that provide evidence of improvement (ATS, Surveys, Teacher Logs and Guidance Counselor feedback, OORS reports.
 - Teachers, guidance personnel and administrators meet in order to create intervention and action plans for students at- risk
 - Effective school wide assemblies calendar for school year with a student reflection or survey component
 - Weekly meeting minutes or log of Respect for All that addresses attendance concerns
- D. Timeline for implementation and completion including start and end dates**
- September to June 2014
 - September to June 2014
 - September to June 2014
 - September to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Scheduled team meetings of school administrators and all school stakeholders
 - Scheduled team meetings of school administrators, guidance counselor and teachers
 - Scheduled team meetings of school administrators, network supervisory staff, and Respect for ALL Team
 - 4.Scheduled team meetings of school administrators, network supervisory staff, and Respect for ALL Team

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	X	Title III	Grants
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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	X	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 #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 school should seek support from the Network to develop effective strategies to increase parent participation in the school at all levels. The Principal should ensure that all communications and information about the school are translated into all relevant languages to provide equal access for all parents.

Review Type:	JIT	Year:	2011	Page Number:	7	HEDI Rating:	Developing
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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.

6.2 Welcoming environment	X	6.3 Reciprocal communication
6.4 Partnerships and responsibilities		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 2014, Parental Involvement will increase in the areas of participation, communication and decision making as evidenced by increase in the School Environment Section of the 2014 NYC Progress Report.

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

1. Strategies/activities that encompass the needs of identified subgroups
2. The PIP and Title I committees will work with the school to implement the following:
3. I.S. 339 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
4. Solicit opinions/interest of parents at PA meetings
5. Online and paper surveys to help in planning, review and improvement of the school's programs
6. Provide copies of policy/compact to all parents
7. 2. I.S. 339 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
8. Parents will be involved in reviewing and modifying the parent policy through monthly PA & SLT meetings
9. 3. I.S. 339 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance utilizing:
10. School website
11. E-Mail
12. School calendar
13. Parents' Association monthly meeting
14. Reminder letters and phone calls, including "auto-dialer" messages
15. 4. I.S. 339 will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies under the following other programs:
16. Parent Workshops (behavior management, computer skills, homework tips, nutrition, Middle School Initiative, test sophistication, connected learning)
17. Title 1 City and State Data Report Meetings

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

1. Principal, assistant principal, parent coordinator, parents, and teachers
2. Principal, assistant principal, parent coordinator, parents, and teachers
3. Principal, assistant principal, parent coordinator, parents, and teachers
4. Principal, assistant principal, parent coordinator, parents, and teachers
5. Principal, assistant principal, parent coordinator, parents, and teachers
6. Principal, assistant principal, parent coordinator, parents, and teachers

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

1. Minutes of weekly and monthly meetings with action plans
2. Minutes of weekly and monthly meetings with action plans
3. Minutes of weekly and monthly meetings with action plans
4. Minutes of weekly and monthly meetings with action plans

- 5. Minutes of weekly and monthly meetings with action plans
- 6. Minutes of weekly and monthly meetings with action plans

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

- 1. *September to June 2014*
- 2. *September to June 2014*
- 3. *September to June 2014*
- 4. *September to June 2014*
- 5. *September to June 2014*
- 6. *September to June 2014*

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

- 1. Common planning time for Principal, assistant principal, parent coordinator, teachers and other staff members.
- 2. Two Open School Afternoon and Evening sessions per year
- 3. Monthly workshops
- 4. Family Day

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	X	Title III		Grants
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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

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, all student subgroups in Grades 6-8 will improve in Mathematics performance as demonstrated by the number of Level 3 and 4 students as evidenced by an increase of 10% as measured by the New York State Mathematics Assessment.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. ELA Extended Learning Time (Saturday and Holiday Academy) Activity #1: Saturday and Holiday School Academy -- Instructional Strategies and Activities: The Extended Learning time program is offered to students in need of improvement in Grades 6-8 to prepare for the English Language Arts Examination. The extended learning time ELA program is blocked by grade level for 2 hours (on Saturday and during the Christmas holiday Thursday, Friday and Saturday and in February Tuesday, Wednesday and Thursday) and also runs every other day during mandatory thirty-seven and a half minutes.
2. Math Extended Learning Time (Saturday and Holiday Academy and also runs every other day during mandatory thirty-seven and a half minutes.) - Activity #2: Programming Instructional strategies and activities -- Instructional Strategies and Activities: The extended learning time math program is blocked by grade level for 2 hours. During the block the children are immersed in mathematics instruction. Implementation Timeline: October 2013 through May 2014
3. Activity #3: The Extended-Day Program - Instructional Strategies and Activities: The Regents extended-learning program, 60 minutes of instructional time to support the Regents class, runs four days a week, focuses on Mathematics. Timeline: September 2013- June 2014

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Responsible Staff Members: Two Assistant Principals, Principal, content Teachers (Mathematics and English) who are part of extended learning time program.
2. Responsible Staff Members: Two Assistant Principals, Principal, content Teachers (ELA), paraprofessional, and SETTS teachers.
3. Responsible Staff Member: Certified Middle School Math Teacher

C. Identify the target population to be served by the ELT program.

1. Target Population: 300 students in grades 6-8 who are performing below grade level (1-2) standards or approaching grade standards
2. Target Population: All students in grades 6-8, inclusive of general education students, Students with Disabilities, and English Language Learners.
3. Target Population: All students in the program were organized into small groups of no more than 30 students according to their reading and mathematics levels based on last year's state test scores. Target Population: All level 2 and 3 students in grade 8 inclusive of general education students, SETTS and ELLs.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

N/A

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Oasis and Astor; Oasis provides academic enrichment and recreation services. Astor provides services for children and families.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

They are separate entities and operate separately.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

4. During the block is devoted to Content, Skills and Investigation to allow for small group instruction in Common Core State Standards using the IReady New York CCLS.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

5. During the block the students are immersed in annotating of text, citing evidence from a text and writing informational and argumentative essays.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The program is aligned to the school curriculum being used during the school day. The students are fully engage using IReady New York CCLS

D. Are the additional hours mandatory or voluntary?	X	Mandatory		Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Students who are levels one and two were encouraged through parent outreach to participate in the Saturday and Holiday Academies. Afterschool extended learning time is mandatory.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Student achievement will be measured by the New York State ELA and Mathematics assessments in April and May 2014.

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	Reading A-Z Reading Plus System 44 Crosswalk I-Ready	Delivered in both small group and tutoring settings Delivered in small groups instruction Delivered in small groups Delivered in small groups Delivered in small groups	Pull-out during the school day and extra-curricular Pull-out and push-in during the school day After-school, on Saturdays, and Vacation Academies Pull-out and push-in during the school day After school, on Saturdays, and Vacation Academies
Mathematics	NYC Acuity STAMS Regents Prep Course Crosswalk I-Ready	Delivered in both small group and tutoring settings Delivered in small groups Delivered in small groups Delivered in small groups Delivered in small groups	Pull-out during the school day and during Saturday and Vacation Academies After-school, on Saturdays, and Vacation Academies Before-school starts Pull-out and push-in during the school day After school, on Saturdays, and Vacation Academies
Science	Depth of Knowledge Questioning Techniques Costa's Questioning Socratic Seminar/practice	Delivered in both small group and tutoring settings Delivered in both small group and tutoring settings Delivered in both small group and tutoring settings	Pull-out and push-in during the school day Pull-out and push-in during the school day Pull-out and push-in during the school day

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

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ul style="list-style-type: none"> • Attracting Highly Qualified Teachers (HQT) ◦ Ongoing professional development in Teacher Effectiveness ◦ "Lab-site" classrooms for teachers with rubric-based exemplary practices ◦ Classroom inter-visitations to highlight and disseminate rubric-based best practices ◦ Team leader and Content Facilitator cabinets to foster communication and planning between teachers and administration ◦ Opportunities for teachers to facilitate professional development for colleagues in areas of strength, aligned to school-wide deficiencies or trends of need

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).
<ul style="list-style-type: none"> • Teacher Professional Development: • Differentiated Professional Development • Based on teacher professional goals, classroom observations, staff needs analyses • Leadership Opportunities for teachers • Administrative internships • Content Area Facilitators (Small Learning Communities)

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.).
Budget meetings serve as a forum for analyzing our programs, the impact of those programs on student learning and the budget requirements of the programs. Adjustments are made if a program is not meeting established goals. At weekly Student Intervention Team meetings and monthly Attendance Committee meetings, we identify students who are at-risk based upon STH, behavior and emotional needs, chronic absenteeism, school adjustment issues, etc and ensure that funding that is set aside to support the addressing of student needs is utilized.

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.).
N/A

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.
All curricula is backwards planned and aligned to common core learning standards. Teacher teams meet weekly and work to build common interim assessments correlated to unit standards and designed to assess student mastery of building block skills necessary to obtain success with common core aligned tasks. Professional development is facilitated by the administrative cabinet or network (in the case of MOSL assessment selections) for purposes of assessing appropriateness of tasks and level of rigor.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

- 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);

**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 09	Borough Bronx	School Number 339
School Name IS 339		

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 Ms. Kim Outerbridge	Assistant Principal Ms. Georgina Cruz-Cardoza
Coach	Coach
ESL Teacher Ms. S. Cruz	Guidance Counselor Ms. Fabiola Rodriguez
Teacher/Subject Area Ms.Stoyanova/ESL	Parent Ms. Arleny Lopez
Teacher/Subject Area Mr.Betancourt/SS	Parent Coordinator Mr.R. Echevarria
Related Service Provider	Other Mr.Crespo/Spanish
Network Leader(Only if working with the LAP team) Mr.Pablo Schelino/ESL	Other Ms.Ruiz/ESL

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	0	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)	609	Total number of ELLs	173	ELLs as share of total student population (%)	28.41%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	80	ELL Students with Disabilities	27
SIFE	14	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	62

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	42	8	3	11					2	53
Dual Language										0
ESL	32	5	4	28	1	14	60		23	120
Total	74	13	7	39	1	14	60	0	25	173

Number of ELLs who have an alternate placement paraprofessional: 3

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							13	13	27					53
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	13	13	27	0	0	0	0	53

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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							29	16	20					65
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic									2					2
Haitian									1					1
French							2	3	8					13
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other							11	17	9					37
TOTAL	0	0	0	0	0	0	43	36	41	0	0	0	0	120

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)							12	6	25					43

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)							9	8	15					32
Advanced (A)							27	29	22					78
Total	0	0	0	0	0	0	48	43	62	0	0	0	0	153

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	22	2		43
7	15	20	1		36
8	20	13			33
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	3	7	25		10		1		46
7	6	8	18		5		1		38
8	18	14	14		2				48
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									0
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.
 1. All students are administered a reading SRI in a written form. This gives teachers data which can be translated into diagnostic tools such as Fountas and Pinnell reading levels. The results of the SRI are used to assign books to students for in class work and homework, measure their progress, and create reading groups. The SRI data is also used to tier students for collaborative inquiry.

Bilingual students are also administered the Milestone placement exam which provides the school with data about their level in reading, listening and writing skills in English. This data is used to provide a background information and further guide instruction across disciplines in the following areas: phonemic awareness, vocabulary and grammar, writing conventions and reading comprehension. On this assessment in all the areas most of the student performed in the 50-75% percentile.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. After studying our LAB-R and NYSESLAT data, we recognized that there is no clear pattern to anticipate beginning, intermediate and advanced students across the grades. This is because our school admits many new students each year--both at the start of school and throughout the school year. Traditionally, our students in all grades perform higher on the Listening and Speaking sections of the NYSESLAT than the Reading and Writing portion.
3. 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](#))
 3. Because of the aforementioned discrepancy between Listening and Speaking scores and Reading and Writing scores, reading and writing are being emphasized in all content classes. The ELLs are taking part in a school wide initiative to emphasize writing five-paragraph essays in every core class--not just in ELA. In addition, in order to boost NYSESLAT writing scores, teachers will use Reading A-Z to make sure students at all language levels are reading in English. Guided reading assessments will be used to check progress. System 44 and Rosetta Stone will be used to give ELLs intensive phonics instruction.
4. 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?
 - a) Across grades, beginners perform poorly on tests in English and better on tests in the native language, although SIFE students also struggle with tests in their native languages. Intermediate students perform better on English tests than beginner students, but still do better on native language tests. For advanced students, they perform better on English tests than intermediate and beginner students do, but their skill level correlates to how long they've been in the program. Some long-term ELLs are not literate in their first language. These patterns are true of students both in the TBE and the ESL programs.

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

c) Our periodic assessments support the idea that the stronger a student's native language, the quicker the student's acquisition of English. As a result, all three grades have pushed to include native language texts, videos and materials in order to maximize transference of language skills across content areas.
5. 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 ensure that a child's second language development is considered in instructional decisions by having all ELLs grouped in an ELL team according to each grade. There are three ELL classes for each grade (01, 02 and 03). All Spanish speaking beginners and newcomers are grouped in one bilingual class (01). Non-Spanish speaking beginners, newcomers, and intermediate level students are

grouped in the second class (02), and advanced and new former ELLs in the third class (03). All ELLs receive ESL services as either push-in or whole class instruction. The bilingual students in the beginner class receive an additional period of ESL instruction every other day and a native language arts class every day, where the instructor reinforces ELA content in Spanish. In addition, each grade's ELL team has an interdisciplinary meeting every other day where teachers from all core subject areas collaborate and insure that ESL strategies are in practice. ELL's in Special Education and ICT classes also receive ESL push-in instruction.

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.).

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

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](#).)
 1. When a potential ELL is registered at I.S. 339 they are given the HLIS by the secretary, Ms. Patino. Then one of the ESL teachers, if possible that grade's ESL teacher, is called to administer the informal oral interview in English and the LAB-R within the first 10 days. The Spanish LAB is also administered within the first 10 days by Ms. Sabrina Cruz. At the beginning of the year, all ELLs are giving a reading and writing baseline assessment from the appropriate level Milestones book. At the end of the year the NYSESLAT is administered to students by the ESL teachers, following an ELL periodic assessment in October.
2. 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.
 2. Upon enrollment of a child who has been determined to be eligible for ELL services, parents are shown a video describing the three available programs for ELLs by the school administrator and school and teacher guided by the parent coordinator. Parents will be informed about child placement by letters, emails, phone calls. This will allow and help them select the right program that will cater the student needs. Additionally, each fall an open house hosted by the ESL and Bilingual team is held for all parents to describe the three program choices available to them. A Spanish translator will be present, and--when applicable--a French translator, as well. For any open house, parents will be contacted through letters home, flyers, and a mass call home in English and Spanish.
3. 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 [\[see tool kit\]](#).)
 3. Entitlement letters are given to parents by the school secretary when they enroll their child. The parent coordinator follows up with families to ensure that the Parent Survey and Program Selection form is returned within 10 days. After the students receive the LAB-R all entitlement letters will be filed and kept by the school pupil secretary. If the form is not returned within that time frame, the student is placed in a class at the grade-level ESL teacher's discretion, while we continue trying to recover the form.
4. 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.

4. After the thorough explanation of the programs and services parents make an informed choice of placement in the program which best suits their child's needs. Designated Spanish and French speaking staff are available to assist the parent in their decision. If the parent does not speak one of these languages, the office will call the DOE translation unit number or use google translator. Additionally, parents are informed of their right to withdraw their child from a bilingual program, but not from mandated ESL services.

5. 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.

After reviewing the LAB-R scores, the ESL team and testing coordinator will create an action plan to administer all sessions of the NYSESLAT. The testing coordinator reviews the testing modifications of every ELL student in the school and groups each student according to their modifications, if needed. ELL classes are then divided to receive the NYSESLAT exam. Testing coordinator decides on the time of administration of the exam, classroom assignments and teachers who will proctor the exam. For the Listening, Reading and Writing Test, a schedule is made so that they are administered to all students at the same time. A day is assigned, to every test. For the Speaking portion of the test, an ESL teacher is assigned to test a grade that she is not teaching. (8th grade ESL teacher will test 7th grade students. 7th grade ESL teacher will test 6th grade students and 6th grade ESL teacher will test the 8th grade students). They are tested during their daily schedules. The scores are entered into an online spreadsheet in Google Docs and then transferred to the scantron sheet at the end, when the writing portion of the test is completed. For the make-up test, ESL teachers administer the test to the students who were absent during the window for make-up testing.

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. [i](#)
6. 95% of parents coming from a Spanish-speaking countries choose the Transitional Bilingual Program. Also, families that are non Spanish speakers select the ESL program. Students who studied at bilingual or English schools sometimes choose ESL. 100% of students who do not speak Spanish choose ESL.

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*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1.
 - a. The majority of ELLs are grouped by team within their grade. ESL teachers push-in to various classes with these students; in most ELA classes, as well as some social studies classes. Teachers have arranged push-in so that students are receiving their required minutes, and are getting language assistance in a variety of settings. In 6th, 7th and 8th grade there are more ELLs than can fit in one team. There are also students in all grades who have IEPs and have been placed in a variety of different settings (CTT, 12 to 1). ESL teachers push-in in some cases and pull-out in other cases in order to meet with all of these students.
 - b. We follow a block schedule. Students are grouped by class and arranged according to ability level when possible. In the Transitional Bilingual class in each grade, students are primarily beginners along with some intermediate students, at the ESL teacher and content area teacher's discretion. Students in the ESL-only program are grouped according to language ability level; intermediate students are primarily grouped together, and advanced students are grouped together, again based on teachers' discretion. Students who are ELLs but are placed outside the ELL pod have been placed according to their IEPs, not their English level. The ESL teachers either push-in or pull-out to meet their language needs.
2. 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)?
 2. There is a total of three ESL teachers. There is one ESL teacher assigned to each grade. Each teacher is responsible for meeting all ELLs in her team, as well as any placed outside of her team. The Spanish teacher meets with Spanish-speaking ELLs to provide Native Language Arts.
 - a. In the transitional bilingual classes, students have 45 minutes of ESL-only instructional minutes every other day. The ESL teacher also pushes into various classes such as ELA or Social Studies, and sometimes pulls out, in order to meet the required 360 minutes a week for beginner and intermediate students, and 180 minutes for advanced students. All students received a minimum of 180 minutes of ELA a week. All students in the transitional bilingual classes receive math and social studies in Spanish and some students receive other classes in their native language as well. Students receive 45 minutes of NLA daily.
3. 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.
 3. For the TBE program, Science is taught in English with targeted native language support to students in all grades. In all grades, students receive Social Studies instruction in their native language with second language support. Content teachers consult with ESL teachers during team meetings for support and to exchange best practices. In some cases an ESL teacher pushes in to content classes, too. Math instruction occurs in Spanish in all grades.
For the ESL-only program, all content areas are taught in English employing ESL-specific strategies. Instructional approaches and methods include bilingual word walls, use of bilingual Math and Social Studies textbooks, use of multi-leveled texts, use of bilingual glossaries and google translate, graphic organizers, visual aides, kinesthetic activities, incorporation of multimedia into lessons, reader's theater, Cornell notes, Socratic Seminars and the Frayer model.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Spanish speaking students receive the Spanish LAB within 10 days of their arrival, they also receive assessments in their NLA class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. To ensure that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year we use the

results from the following assessments: LAB-R and NYSESLAT scores, periodic assessment, ESL baseline, formal and informal in class assessments that involve all four modalities, students' classwork, homework and participation. ESL and Content area teachers will collaborate to create lesson plans that must include tasks and skills that will address the four modalities. Students will also be assessed on the tasks and skills that were designed to identify strengths and weaknesses for further and future planning.

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).

6.

a. These students are placed in our ESL or TBE programs based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, in pull-out programs, in Holiday and Saturday Academy to hasten closing the learning gap of these students. By analyzing the data from their assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success.

b. Our ELL Newcomers take the LAB-R within ten days of their arrival at our school. These students are placed in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used both in the classroom, in pull-out programs, in Holiday and Saturday Academy to hasten English language acquisition for these students. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success. Mandatory Holiday and Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. All newcomers also receive 45 minutes of intensive ESL every other day, and NLA daily.

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

d. Our long term ELL students continue their placement in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used. By analyzing the data from their interim assessments, the NYSESLAT, and common content assessments, we can review and revise individual student instructional plans for student success. Mandatory Holiday and Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. Students who are deemed to not be making adequate progress may be referred to a school counselor to investigate the necessity of creating an IEP for the student.

e. Formal ELLs are placed in general education classes based on their NYS ELA and Math Exams. Some are kept on the ELL team according to their testing proficiency, where they continue to receive ESL strategies and modifications as needed. We also offer extra-curricular activities for ELLs and former ELLs.

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?

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

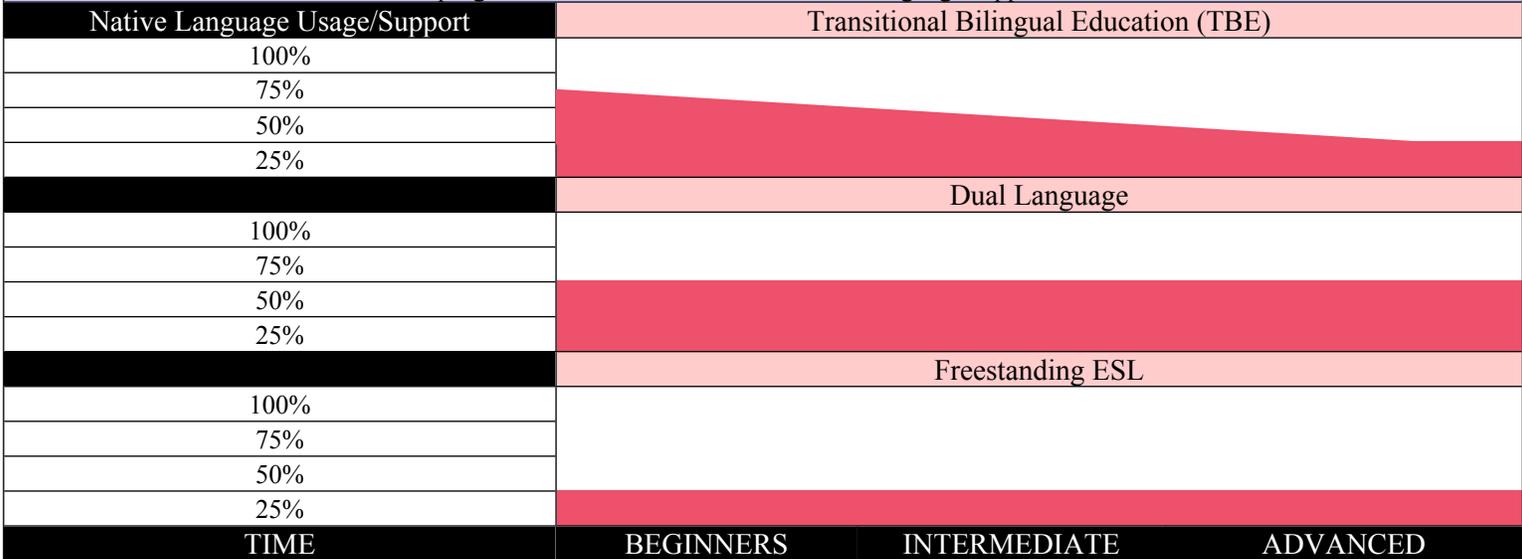
	Beginning	Intermediate	Advanced

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.
9. Our school places a strong emphasis on reading across the curriculum and the classes serving ELLs are no exception. The teachers in the ESL program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, reading and writing are met through a combination of instruction being delivered by following the TBE model for beginner ESL classes. Bilingual classes use the following Spanish-English TBE model: 60-40 for the beginning of the school year; 50-50 in the middle of the school year; 75-25 at the end of the school year. As the students acquire more English, the ratio shifts to reflect their language acquisition. In addition, during independent reading, teachers conference with ELLs. They also conference with lower-performing ELLs in other content classes. Our school also promotes writing a five-paragraph essay in all content areas.
- Programs like System 44, Milestones and Rosetta Stone are used during AIS (Academic Intervention Services), Holiday and Saturday Academy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current program is meeting the needs of our ELLs in both content and language development because students are grouped into specific classes based on NYS ELA exams, Special Modifications and NYSESLAT results. The NYSESLAT results help us tier classes and seating according to their language development needs. Using formal assessments such as the NYS ELA exam and informal assessments we are able to bridge the content gap and scaffold lessons according to ELL needs. In addition, all teachers that teach the ELL population are bilingual. Furthermore, our NLA teacher plans his lessons collaboratively with the ELA/ESL team of teachers. ESL and Content area teachers will collaborate to create lesson plans that must include tasks and skills that will address the four modalities. Students will also be assessed on the tasks and skills that were designed to identify strengths and weaknesses for further and future planning.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year, ELLs may be using System 44 and/or Rosetta Stone during Saturday and Holiday Academy. This program is continuing in its second year, with the intention of strengthen ELLs' phonics skills. In addition, the ELA and ESL teachers are receiving subscriptions to Reading A-Z this year in order to facilitate differentiation in reading.
12. What programs/services for ELLs will be discontinued and why?
12. Achieve 3000 will most likely be discontinued at the end of this year because of funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All communication about school programs is translated into Spanish. In addition, ELLs are given preference for admission into both Saturday Academy and after-school intervention programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. We have three levels of Milestones textbooks and workbooks available to our ESL and TBE classes. All classes utilize a variety of instructional materials and technology to access ELLs. These include classroom libraries, powerpoints, smartboards, laptops, traditional glossaries, dictionaries, bilingual dictionaries, ipads with ELL applications, Reading A-Z, and projectors.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. The TBE model utilizes Google translate, and Spanish-language texts to support native language learning. Additionally, student work produced in Spanish is occasionally accepted in various content area classes. The ESL model also utilizes Google translate to assist when necessary. Students are also encouraged to read content-relevant texts in their native language whenever possible and productive. 7th and 8th grade TBE classes have a Spanish-speaking para-professional due to the fact to Ms. Ruiz (8th grade ESL) and Ms. Stoyanova (7th grade ESL) do not speak Spanish. The TBE classes also receive Native Language Arts class daily.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
15. Required services support and correspond to ELLs' grade-level classes. Students who have been held back are not placed according to their age.
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.
17. We currently have no program in place for students before the beginning of the school year. This year we had a parent

welcome open-house in September that is offered in English and Spanish.

18. What language electives are offered to ELLs?

18. The only language elective offered is Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

1. The school-based professional development team is comprised of the principal and assistant principals. Both the principal and assistant principals are charged with planning and structuring meaningful professional development that meets the needs of our faculty in the bilingual and ESL department, as well as all subject area teachers who are responsible for delivering instruction to ELL students. All pedagogues are scheduled for mandatory team planning periods every other day. As the recipients of a CUNY-NYSIEB grant, we also hosted two professional development sessions on translanguaging this past fall for all interested staff. In addition, Mr. Pablo Schelino, Director of ELL Support, assists all teachers working with ELLs through observations, and the providing of strategies and models.

2. Teachers of ELLs are offered some professional development on site and a variety of PDs outside of school. Some of the most recent professional development that were conducted in our schools are Understanding the Common Core Standards, Thinking Maps, Building Rigor in your Lessons, etc. Teachers also attend professional developments outside of school, such as Translanguaging and The Office of ELLs, offered by CUNY.

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

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

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?
 1. C.I.S 339 has a PA (Parent Association) which parents are notified about through a bilingual flyer sent home from school. The Bilingual Information and Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education. Calendars and other flyers are printed and given out at school for parents to learn about news. Flyers are offered in both English and Spanish.
 2. C.I.S. 339 does currently partner with another agency to provide workshops and services to parents like GED.
 3. The parent coordinator distributes surveys, parent-teacher conferences alert teachers of parents' needs, and the guidance counselors reach out to our parents. We also address individual parents' concerns. C.I.S. 339 also reviews the previous year's school environment survey to identify parent needs or concerns.
 4. Many of our students' parents are also English language learners. In order to encourage learning throughout the entire family, as well as boost Saturday Academy attendance, we have offered Rosetta Stone for parents. The other meetings listed above also give parents a chance to communicate any problems or concerns with teachers.

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 339

School DBN: 09X339

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Kim S. Outerbridge	Principal		10/24/13
Ms. Georgina Cruz-Cardoza	Assistant Principal		10/24/13
Mr. Ramon Echevarria	Parent Coordinator		10/24/13
Ms. Sabrina Cruz	ESL Teacher		10/24/13
Ms. Lopez	Parent		10/24/13
Ms. Jerseydis Ruiz/ ESL	Teacher/Subject Area		10/24/13
Ms. Diana Stoyanova/ ESL	Teacher/Subject Area		10/24/13
	Coach		10/24/13
	Coach		10/24/13
Ms. Fabiola Rodriguez	Guidance Counselor		10/24/13
Mr. Micheal Alcoff	Network Leader		10/24/13
Mr. Jose Betancourt	Other <u>Social Studies</u>		10/24/13
Mr. Roberto Crespo	Other <u>NLA</u>		10/24/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X339 School Name: IS339

Cluster: 4 Network: CNF 411

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

Part A: Needs Assessment Findings

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

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

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

As indicated above, I.S. 339 has both written and oral translation needs in the following languages: Spanish and French. Findings will be discussed in SLT meetings, Parent Association meetings and Teacher meetings. These findings will be reported to the school community throughout letters, flyers and meetings with the stakeholders throughout the year.

Part B: Strategies and Activities

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

Written translation services needed for Spanish and French will be provided in-house by qualified personnel. Most school events and functions have been planned and calendared in advance for the 2013-2014 school year and written notification of planned events in alternative languages will be completed in advanced according to the calendar. As mentioned, we have on staff at I.S. 339 bi-lingual staff representative of the full spectrum of our student and parent populations available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

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

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

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

According to Chancellor's Regulations A-663 Section VII, schools are responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services, post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained and indicate in each school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. Our 2013-2014 School Safety Plan fulfills the requirement and our parent coordinator will be responsible for insuring that all parents covered by said regulations will be provided with written notification of their rights regarding translation and interpretation services as well as insuring that all required notifications are posted as

required.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: IS 339	DBN: 09X339
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Spring Recess
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: For the past several years, our large student ELL population has repeatedly scored in both the bottom percentiles of our school and New York City. To support these learners ahead of this year's state exam, and for their futures, we will implement Saturday Academy and Vacation Academy to support our English Language Learning students. The programs will each serve students in grade levels 6 through 8, and will focus on recently arrived students and students performing at the two lowest levels of ELL development: beginning and intermediate.

The Saturday program will run from Saturday, December 1, 2012 through Saturday, June 15, 2013, for 3 hours per Saturday for 25 sessions. The Vacation program will be held over the March school vacations for three days per break, for 3 hours each day. Each program will focus primarily on Spanish and English language instruction, using both ELA materials and language acquisition programs.

Students will be learning reading and writing skills through the STARS program (both on paper and electronically/online), as well as acquiring fluency in English (through Scholastic's 'System 44' program) to support those skills in an authentic way. There will also be a concurrent Mathematics instructional program.

The program will be staffed by approximately 9 teachers, 5 of whom are certified to teach ESL or Bilingual (2 Bilingual Math teachers/ 1 ESL Teacher/1 Bilingual teacher/1 Spanish teacher), and 4 content area teachers at no cost to Title III funding. The model of instruction delivery will be through co-teaching, with content teachers (ELA and Math) and ESL teacher teaching in tandem. The relatively small (8:1) student-to-teacher ratio will allow for more individualized instruction and provide small groups of students with the necessary focus and academic deficiencies that they are unable to receive during the daily instructional program.

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

Part C: Professional Development

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

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

Begin description here: In order to support as many ELL students and their varying needs as possible, all participating teachers must be highly qualified and equipped with tools to do so. All participating teachers will receive six days (occurring after school for 1 hour per session) on Tuesday (10/30/12),

Part C: Professional Development

Friday (11/9/2012), Thursday 11/15/2012), Wednesday (11/21/12), Thursday (11/30/12), and Friday (12/7/2012) of intensive professional development in the following areas:

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: For ELL students to succeed in middle school, in high school, and in life, their parents will have to play a crucial role in their education and intellectual development. To involve as many parents and families as possible in students' learning processes, we will offer a Saturday program that will run from Saturday, December 1, 2012 through Saturday, April 20, 2013, for 3 hours per Saturday and the following workshops, accompanied by an aggressive outreach campaign:

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<p><u>Per session: 4 teachers X \$50.06 (rate with fringe benefits) X 336 hours = \$16,820</u></p> <p><u>Per session: 1 teacher x \$50.06 (rate with fringe benefits) X 60 hours = \$3.004</u></p> <p><u>Teacher Trainee: 7 teachers X \$22.80 (training rate with fringe benefits) X 42 hours = \$957.60</u></p>	<p><u>To support direct instruction (Part B) for four teachers; 84 hours for each teacher.</u></p> <p><u>To support parental engagement (Part D) for one teacher.</u></p> <p><u>To support professional development (Part C) for seven teachers in six one hour sessions</u></p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	\$7,8,238.64	<u>100 site licenses for Rosetta Stone</u>
Travel		
Other		
TOTAL	<u>\$28,020</u>	