



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**32K347**

**School Name:**

**INTERMEDIATE SCHOOL 347**

**Principal:**

**DR. JOHN BARBELLA**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Intermediate School 347 School Number (DBN): 32k347  
School Level: Intermediate School Grades Served: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>  
School Address: 35 Starr Street Brooklyn, N.Y. 11221  
Phone Number: (718) 821-4248 Fax: (718) 821-1332  
School Contact Person: Dr. John Barbella Email Address: JBarbella@schools.nyc.gov  
Principal: Dr. John Barbella  
UFT Chapter Leader: Mr. Jackson Farrell  
Parents' Association President: Ms. Milagros Bonilla  
School Leadership Team  
Chairperson: Mr. Alejandro Fernandez  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 32 Superintendent: Ms. Lillian Druck  
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn NY 11221 Room 300  
Superintendent's Email Address: [LDruck@schools.nyc.gov](mailto:LDruck@schools.nyc.gov)  
Phone Number: 718-574-1100 Fax: 718-574-1245

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 208 Network Leader: Daniel J. Purus

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. John Barbella	*Principal or Designee	
Mr. Jackson Farrell	*UFT Chapter Leader or Designee	
Ms. Milagros Bonilla	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Adrienne Lopez	Member/ Teacher	
Mr. Robert Aviles	Member/ Teacher	
Ms. Tara Francis	Member/ Teacher	
Ms. Ana Velecela	Member/ Parent	
Ms. Pilar Oropeza	Member/ Parent	
Ms. Martha Medina	Member/ Parent	
Ms. Raquel Reyes	Member/ Parent	
Ms. Maria Garcia	Member/Parent	
Mr. Alejandro Fernandez	Member/ Administrator	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission at I.S. 347 is for students, teachers, administrators, parents, and the community to work collaboratively in establishing a secure, challenging teaching and learning environment that effectively empowers our students to achieve their highest potential by fostering their academic, social, emotional, and physical growth. We strive to inspire and engage our students in their learning to make them lifelong learners and leaders in society. We set high expectations for performance through opportunities to explore and use technology in an interdisciplinary setting. We believe that every constituent of our school community is an equal partner, working together to promote an appreciation of our cultural diversity and bringing out the best in every student.

Our Positive Behavioral Intervention System is crucial to the success of all of our students in our continued effort in raising student achievement. This year at I.S. 347, we have been working on increasing the effectiveness of our PBIS system. Our system is based on the acronym ROCKS, which stands for Respect, On-task, Citizenship, Kindness, and Safety. At the beginning of the year, we held a kickoff assembly for all three grades, reintroducing them to the aspects of our PBIS system. Each time a teacher sees positive behavior exhibited based on the ROCKS rubric, the student is given a ticket. The students are able to trade these tickets for prizes and tickets to school events in our school store. According to last year's Learning Environment Survey, 61% of our students feel that there is a lack of respect amongst their peers. Therefore, lessons have been developed and taught to classes focusing on respect. Our PBIS team meets on a weekly basis to discuss the effectiveness of the program and to look at student data. Student referral forms were created to collect data on students who were continuing to have behavioral difficulties in school. These students were selected to be part of our "check-in and check-out" initiative. These students check in with our social worker when they come into school in the morning, receive a behavior-monitoring sheet, and receive points throughout the day. Each student has a daily goal, which he or she reviews with our social worker at the end of the day, and then has it signed by his or her parents. This year, we have created a calendar of events planned for students who exhibit positive behavior which include student and teacher sporting events, and dances. This year we have also begun to include parents by inviting them to our school events.

As a school we are proud to have been a member of the School Arts Support Initiative (SASI) program sponsored by the Center for Arts Education, CAE. We value arts education and consistently seek out ways to fund arts programs to enrich our students overall school learning experiences. The program incorporated components of theater and visual arts, into our core curriculum. The focus for the program was to allow for the infusion of the arts into the regular core curriculum for all grades and all subject areas. Our partnership with CAE will continue with two new Grants; The Arts Engage Initiative and the Runaway Art program. Both programs incorporate Social Studies Core Curriculum and the Arts. The Arts Engage Initiative Grant targets 6<sup>th</sup> grade students in Social Studies and infuse Theater Arts in their classes with the assistance of a resident Teaching Artist. The Runaway Art program targets 7<sup>th</sup> grade students in social studies studying slavery in the United States pre-civil war utilizing visual arts and a resident Teaching Artist.

We are also proud of having the 21 Century Grant in the second year through the New York State Education Department. Through this grant we have been able to have the opportunity to provide a rich after school program five days a week for all of our students. Our program consists of academic remediation in ELA, Mathematics, and ESL. Students also have an opportunity to participate in Karate, Dance, Chorus, and Photography and Drum line. The 21 Century grant provides Professional Learning opportunities for Teachers and Parents. Professional Learning workshops are provided after school through CITE. Our parents and teachers choose the topics after they were surveyed on their needs.

For the past ten years we have participated in Urban Advantage. Urban Advantage is a standards-based partnership program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. Teachers are provided with professional learning opportunities both inside and outside of the school throughout the entire school year. Our teachers receive a stipend to purchase science supplies that are aligned with the common core curriculum and discovery projects. Students and teachers receive vouchers to visit

science cultural institutions. Parents are invited to engage in learning experiences with their children. This has strengthened our partnership with our parents in the learning process.

For the past seven years, we have participated in the Model United Nations for middle schools. During this international conference students debate and experience a taste of diplomatic relations. They utilize exemplary communication skills, applying knowledge learned in their ELA and Social Studies classrooms. Higher Level thinking skills are utilized and student writing is required and supported. Students learn to think “beyond” what is expected of them and understand that how world organizations work.

Our humanities program integrates English Language Arts, Social Studies, Foreign Language and Fine Arts. Content specific teachers collaborate in an effort to design and implement a rigorous, interdisciplinary curriculum that enables students to interact with subject matter through different lenses. Our Social Studies department collaborates with the art teacher connecting topics in the eighth grade curriculum such as Immigration, the Holocaust, and the Progressive Era and the contemporary units of study including 9-11 and Terrorism.

Our school is partnering with higher educational college institutions to prepare our students for college and careers. We are currently partnering with the Bridging the Gap program for our seventh and eighth grade students on Saturday’s through the New York City College of Technology. Students are taking courses in the fall and spring semesters. Parents have also been invited to workshops covering topics such as college and career readiness, the importance of standardized tests, information on financial aid and scholarships for citizens, residents, and undocumented students, and choosing the right colleges. We are also involved with Brooklyn College. Students in all grades are visiting Brooklyn College for a full day programs introducing them to college experiences and college expectations.

Our students are enrolled in the NYC CHAMPS program, which addresses their social and emotional well being particularly focused on physical health. Our students are given an opportunity to come in the morning before school for tennis, fitness, and volleyball classes.

In an effort to raise the level of parent involvement, we have created many opportunities for our parents to become welcome members of our school community. We began the school year with an open house opportunity for parents to come in and meet with our teachers. Our school community reviewed expectations in all subject areas and opened the door for ongoing communication with our parents throughout the school year. We have an automated phone communication system called School Messenger, which calls parents daily with ongoing school events and special messages. We offer classes for our parents, in the evening, in the areas of ESL and Computer Literacy Skills. Mr. Baez our Parent Coordinator also offers training for parents searching for careers. Mr. Baez also works closely with our 21<sup>st</sup> Century Grant providing ongoing workshops through the Center for Integrated Teacher Education. Our parents were surveyed in October 2014 and November 2014 to address their needs and desires as far as topics to be scheduled throughout the school year. We began our workshops with parent input on the topic of Anti Bullying and Cyber Bullying. We are also offering workshops for our parents in the area arts education through the 21<sup>st</sup> century grant and our Urban Arts partners.

Reflecting upon the work that was completed last year, one of our greatest successes was our work focusing on our teacher teams.

Our ELA and Mathematics teacher teams meet at least one period per week to work collaboratively on lesson plans and reflect upon the implementation of the new core curriculum. Modifications are made to lesson plans to augment the units of study with effective scaffolds for struggling students such as ELLs and special needs students (SWDs) and extensions that increase cognitive demand. After every unit, teacher teams review data and student work to evaluate the effectiveness of the lessons/unit to determine if the unit is fully aligned with Common Core Learning Standards (CCLS) and make necessary revisions and modifications. When gaps in the curriculum are identified, the Network Content Specialists provides guidance and next steps to supervisors and coaches. Coaches support teacher teams to make further modifications such that desired outcomes for students are achieved. Teacher teams document this process by memorializing changes in a “Monitor and Revise” form that includes strengths, weaknesses and next steps for using lessons learned in future units of study. Adapted lessons are posted on Google Docs. Professional Development will be offered after school in order to further our Math and ELA teachers’ knowledge. Time will also be allotted after school for the development of our new Curriculum maps and modifications of our units of study.

Teachers implement lessons from the new ELA and Math curriculum. Teachers use the Depth of Knowledge (DOK) framework when revising lessons and to develop compelling questions that support authentic student-to-student

discussion. Supervisors, coaches, network content specialists and the network Talent Coach engage in walkthroughs to reflect on teaching practice and the implementation of the core curriculum in ELA and Math using the HEDI scale and the Danielson Framework. When appropriate, the network Content Specialists provides follow-up support as teacher teams develop lesson tasks, scaffolds and extensions. The principal and assistant principals use the HEDI scale and the Danielson Framework to rate teaching practice and post observation reports in Advance. The principal and APs meet with teachers to provide actionable feedback and professional development support to improve teaching practice and outcomes for students.

At quarterly intervals throughout the school year, the instructional leadership team consisting of administrators, coaches and lead teachers monitor and evaluate curriculum implementation for progress, effectiveness, and impact by assessing student data trends, looking at student work and reflecting on feedback and findings provided by teacher teams. Continuous assessment using NYCDOE periodic assessments and school-based common assessments are administered in both subject areas and is used to assess students' knowledge of subject matter progress towards meeting CCLS. When additional support is required, CFN Mathematics and ELA Content Specialists work with teacher teams, school leaders, coaches to provide feedback and next steps on lesson plan development aligned with CCLS. The network achievement coaches support assistant principals in the review of data and monitor the implementation of this action plan

### 32K347 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	326	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	10	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	N/A	# Drama
# Foreign Language	1	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	94.3%	% Attendance Rate		90.3%
% Free Lunch	94.3%	% Reduced Lunch		4.0%
% Limited English Proficient	17.8%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		10.8%
% Hispanic or Latino	88.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		22.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.3%	Mathematics Performance at levels 3 & 4		14.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		32.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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 Mathematics (2012-13)				
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			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

<b>Part 1b. Needs/Areas for Improvement:</b>	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013 – 2014 Quality Review Report, QR indicator 1.2 references sub indicators b and c as areas for improvement as follows; “Increase the work around the implementation of teaching strategies that provide effective multiple entry points and ensure all learners are consistently engaged in challenging tasks allowing them to demonstrate higher order thinking skills”. In this particular category, we received a rating of “Developing”. The reviewer agreed that the teacher’s questions were well thought out, but the work needed to be expanded to include more student input. In our Quality Review report from the same year, our reviewer suggested that we need to improve upon “student to student discussions”.

During last school year 2013 - 2014, one of our SCEP goals focused on student engagement and questioning. This also was our instructional focus for last year and it continues to be our instructional focus this current school year. Teachers were required to include various levels of DOK questions within lesson plans. These questions needed to be preplanned and utilized. Teachers were also to reflect upon their lessons afterwards. As a school, supervisors closely monitored the use of DOK questions and tracked the performance of teachers’ ratings in the Danielson framework area of 3b. The monitoring of this was logged in both our *Teachboost* system and New York City *Advance* System. At the end of the school year, our teachers had an average rate of 2.83 in Using Questions and Discussion techniques and 2.91 in the area of Engaging Students in Learning. As a school we want to continue this work but refocus it to involve more student ownership. Our focus will be centered on our student’s use of accountable talk stems, contributions to each conversation and the use of DOK questions throughout various parts of each classroom lesson. We want to track our students’ use of DOK questioning, contributions to each group’s conversation and overall contribution to each lesson by recording their responses within group work, the mini lesson and the closing.

The data will be used by teachers to assist the students and or groups that need additional support.

After reviewing the “Capacity Framework” element focusing on rigorous instruction, our current data and our most recent QR results, there is a need to refine our teacher strategies and implement additional strategies in order to provide our students with a more rigorous curriculum.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 4% improvement from September 2014 in student discussion and responses to one another in all content areas as measured by teachers using the school developed recording system of the times students utilize accountable talk stems, ask questions and make higher level thinking contributions to conversations.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>○ Strategies to increase parent involvement and engagement</li> <li>○ Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
For each unit of study, teachers receive Professional Development from the Literacy/Math Coach and/or the Writing Matters Consultants to ensure that teachers can identify or create compelling questions to embed in all lesson plans. ELA and Math coaches, Network Achievement Coaches will deliver professional development regarding Danielson’s 3c Engaging Students in Learning and 3b Questioning and Discussion emphasizing student-to-student discussions in order to increase academic student conversations. PD is provided on Monday afternoons and citywide Professional Development days. ELA and Math Coaches meet with all teachers on a one-to-one basis to plan lessons; design scaffolds and provide demonstration lessons, if necessary. Teachers, Literacy Coach and Writing Matters coach will revise curriculum as needed. Assistant principals, Literacy and Math coaches attend network “A.P. Plus-One” meetings facilitated by network content specialists and then turnkey information to the staff.	Students, Teachers	September 2014 – June 2015	Teachers and Administrators
The Principal, Assistant Principal, Network Achievement Coach and/or Talent Coach participate in classroom visits using the HEDI scale and the Danielson Framework to engage in calibration activities. Writing Matters Consultants, Literacy Coach, and Department Supervisors follow-up by conducting additional walkthroughs to observe the use of accountable talk stems, DOK questions and quality of questions being asked by the students. Supervisors will continue to monitor the questioning of the teachers. The expectation is that teachers develop lesson plans using the DOK chart to include relevant,	Teachers Students.	September 2014 – June 2015	Teachers and Administrators

essential questions that promote authentic student discussions. Teachers will also encourage students to utilize more accountable talk stems, use more high-level questions and contribute more both during all aspects of the lesson (mini-lesson, work period, sharing and or closing). The supervisor will provide written feedback after formal and informal observations. Supervisors will begin to provide students feedback when conducting walkthrough's. Teachers will keep tallies of the student's responses through out the lesson. This data will be tracked and compared from the beginning and end of each month. This data will be shared during departmental meetings and in during instructional meetings.			
All staff members will work together to create an environment that is conducive to learning. We will have a shared goal of improving our student outcomes and preparing our students for success	Teachers	September 2014 – June 2015	Teachers and Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principal, Teachers, Coaches, TIF team members, Network Support.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be 2% increase in student conversation in all classrooms as evidenced by the school developed recording system September 2014.

<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our New York City School Survey 2013 – 2014, under the area of school environment, 39% of our students say that most students at the school treat each other with respect. This average is below the city (57%) and district (53%) average. In previous years, our student responses were much higher, 72% of our students said that most students at school treat each other with respect. This is a significant drop. Over the past four years, we have been rolling out, modifying and receiving input from various sources on our PBIS system. This system is based on behavior during school hours. By teaching, modeling and rewarding “what good behavior is,” we expect to see changes in this year’s survey results.

According to Tenet 5, “All school constituents are able to articulate how the community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.” Our focus is to ensure that our students feel safe at school and are able to articulate their feelings when needed. At IS 347, it is important to create a supportive environment so our students will feel safe, supported and challenged.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of our teachers will incorporate our revised school Positive Behavior Intervention System (PBIS) in order to achieve a positive school culture as measured by increased distribution of U ROCKS coupons and an increase in positive respectful behavior in the school according to the PBIS generated surveys from September coupon distribution & survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>The school implements a revised PBIS program, based on a school generated behavior rubric that is used by teachers. This initiative began in September at kick-off assemblies for all three grades. Teachers instruct the new Grade 6 students in all components of the rubric and review the rubric with grades 7 &amp; 8. Each time a teacher identifies positive behavior based on the rubric, the teacher awards the student with a “U ROCKS” coupon. “ROCKS” is an acronym for Respect, On Task, Citizenship, Kindness and Safety. The student advisory committee consisting of 2 elected student representatives from each class participates in monthly meetings, facilitated by the Principal and the guidance team. Part of the student advisory committee’s role is to monitor the effectiveness of the PBIS program based on an analysis of data, conversations with the students they represent and their own personal experiences with the program. The parent coordinator works with the principal to design and deliver a PBIS workshop for parents to enlist their support.</p>	Teachers and Students	September 2014 through June 2015	Principal, Assistant Principal, Teachers, Guidance Counselors, Sapis Worker, IEP Teacher, School Social Worker
<p>The Principal secures a partnership with the RSE-TASC Cluster 2 Behavior Specialist for guidance in the revision of the PBIS program for closer alignment with the DOE’s model to meet city and state behavior standards. The principal establishes a PBIS team, that attends 6 training sessions encompassing components of behavior pathways for Tier 1, 2 and 3 level supports. The PBIS Team revises the current PBIS system and oversees the implementation process. The network Administrator of Special Education (ASE) collaborates with the principal and PBIS team to provide feedback, guidance and support in the implementation of PBIS.</p>	Teachers and Students	September 2014 through June 2015	Principal, Assistant Principal, Teachers, Guidance Counselors, Sapis Worker, IEP Teacher, School Social Worker
<p>Administrators conduct walkthroughs for evidence of PBIS being utilized by teachers in classrooms and throughout the school. The principal and administrators discuss progress with the PBIS team. Together they monitor the implementation of the program and progress towards meeting this goal. The team makes recommendations and revisions to the plan, when necessary. The Network Safety Manager and ASE monitor yearlong suspension data, tracks trends and provides feedback to the principal to support the achievement of this goal.</p>	Teachers and Students	September 2014 through June 2015	Principal, Assistant Principal, Teachers, Guidance Counselors, Sapis Worker, IEP Teacher, School Social Worker

Lessons will be developed and delivered to all grade levels based on our findings from last year's learning environment survey. These lessons will focus on different ways to be respectful throughout the school day. These lessons will also include ways to be respectful outside of the school building, at home and within the community. Student and Teacher surveys will be given throughout the school year, (September, December, February, and May) based on the questions from the survey they were given last school year. The responses will be analyzed to see if there is a change in how our students feel. If needed additional lessons will be created.	Teachers and Students	September 2014 through June 2015	Principal, Assistant Principal Teachers, Guidance Counselors, Sapis Worker, IEP Teacher, School Social Worker
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources utilized: RSE-TASC; NY'S PBIS website; NY'S Behavior Standards. The Network ASE RSE-TASC, school PBIS team - Resources: RSE-TASC; NY'S PBIS website; NY'S Behavior Standards. Network Safety Manager, ASE - Resources: OORS Data In-house created lesson plans created around respect and positive behavior

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, in-house student and teacher surveys will show a 15% increase in positive respectful behavior in the school according to the PBIS generated surveys from the September survey .				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2014 – 2015 Quality Review Report, our school needs to “Deepen the work of teacher teams to create performance based tasks that expand opportunities for all learners to engage in meaningful work products.” The reviewer was part of the mathematics team meeting that took place during our two-day quality review. The reviewer concluded that this work needs to be expanded throughout all four subjects. This recommendation also coincides with the recommendations from our Network given in June of 2014.

During last school year, our Mathematics teachers spent much of their time developing performance tasks that were rigorous and aligned with the new common core standards. They would come together during common planning periods and develop tasks, decide on when and how they were going to be implemented and eventually scored. Once these performance tasks were administered, the mathematics teachers would then analyze the student’s work. This analysis was then used to drive instruction.

At the end of the school year, teacher ratings under the area of 4e, Growing and Developing Professionally was 3.06. This rating was an average of all ratings received. As a school, our teachers need to continue this work and continue to grow professionally.

Reflecting upon the work from our previous school year, the recommendations from our reviewer and our network, as a school, our focus will be to develop more rigorous performance tasks in all four-subject areas. This work will continue throughout all four departments in order to increase student performance.

## Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teacher teams will work collaboratively to improve performance tasks and include multiple entry points for all students to result in improved instruction. The improved outcomes of the teams will result in an increase from 3.06 to 3.21 in component 4E of the Danielson framework as recorded in *Advance* from last year's rating.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Supervisors, coaches and network content specialists provide professional development in the use of developing rigorous performance tasks, which target all learners. Teachers will be working in content teams in order to work together collaboratively. All teachers will implement the use of Higher Order Thinking tasks that are collaboratively developed. Teachers will track data using <i>school net</i> and adjust future tasks on an as needed basis. Teachers are guided and supported to use assessment information consistently across all classrooms to strategically inform effective revisions of lessons to target the specific learning deficits of students. Teachers are trained in strategies to enable students to use data to self-assess as a common practice and check for their own understanding.	Teachers and Students	September 2014 through June 2015	Supervisors
Supervisors, Coaches, Network Achievement coaches will provide professional development in the use of analyzing student work and creating action plans based on the results. The subject supervisor will review these action plans and comments will be added as needed.	Teachers and Students	September 2014 through June 2015	Supervisors
Supervisors will conduct walkthroughs to capture the use of rigorous performance tasks and student performance in classrooms and throughout the school. The principal and administrators will discuss progress with each individual teacher team.	Teachers and Students	September 2014 through June 2015	Supervisors
The instructional team will review sample performance tasks, student work and the each teacher team's analysis of the data four times throughout the year.	Teachers and Students	September 2014 through June 2015	Supervisors

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Curriculum Materials, on-line resources, engage New York resources, school net, and time to meet as a department, network support from all achievement coaches.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be an increase from 3.06 to 3.1 in the area of 4e of the Danielson Framework as measured in *Advance* from June 2014 *Advance data*.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our Focus School Recommendations, prepared by our CFN 208, our school should continue efforts to identify fiscal capital to increase student access to technology in all content areas to meet the learning needs of all students and ensure accelerated student progress.

At present we have one computer lab that was updated last school year, using our Focus Money. We are in the process of creating two more labs, one mini lab and one full lab containing 30 computers. This past school year, new software was purchased for our students, specifically our ELL and special education students. These students are being targeted due to the fact that they are amongst our lowest one-third population and for the past two years, they showed very little growth on their statewide assessments. Projectors and Elmo’s have been purchased for the use in most classrooms. All teachers were supplied with IPADS this past September. These IPADS are used in daily instruction. Teachers are able to have access to their own Google-docs accounts, which contain all documents needed. These documents allow our teachers to have their instructional materials at their fingertips. We plan on purchasing additional materials this year.

Based on Tenet 2.4, we need to invest in technology that can be utilized on a daily basis. By doing so, our school will be able to incorporate technology in instruction and contribute to creating a more rigorous environment for both our teachers and students; this will have a positive impact on our student’s performance throughout the school year.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 7<sup>th</sup> & 8<sup>th</sup> grade students will show an average increase of 5 points on their final grade report card in all major subject areas as evidenced by a comparison of their final grade report card from June 2014.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will develop lesson plans incorporating technology within their lessons. These lessons will contain power point presentations, slide shows and utilize our Boardwalk common core curriculum. Students will be expected to analyze and understand primary source documents accessed through the internet and various media sources.	Teachers and Students	September 2014 – June 2015	Administration and Teachers
Classes will be scheduled into the computer lab more frequently, approximately two to three times a week.	Teachers and Students	September 2014 – June 2015	Administration and Teachers
All English Language Arts Teachers will be utilizing Myon with their students. Classes will be scheduled once a week. Students will be encouraged to utilize this program at home. Homework assignments will be assigned and monitored by the Myon Program.	Teachers and Students	September 2014 – June 2015	Administration and Teachers
Science teachers will allow the students to utilize laptops twice a month in their classrooms. Students will use the laptops to research and obtain background information and evidence from text that supports their hypothesis and arguments. Students develop their arguments and scientific explanations that are then presented to the class. These presentations are developed into power point presentations and/or slide shows. Students will also investigate science concepts within a unit of study.	Teachers and Students	September 2014 – June 2015	Administration and Teachers

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Computers, laptops, projectors, scheduled sessions in the computer lab, incorporating lessons using various computer software – (Achieve 3000, Myon, Mind Play)

### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students will show an average a 2.5-point increase in each major subject grade from their final report card grade in June 2014

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013 – 2014 Quality Review report was used to inform this needs assessment and determine the need to continue this goal from the previous year. QR indicator 1.4b reflected that: “Families participate in assembly programs, parent workshops and information sessions that highlight exemplary practices such as task commitment, good citizenship and clear expectations for student behavior, which they reinforce with their children.”

While many of parents attend Parent Teacher Conferences in November and February, as a school we would like to involve our parents in many more activities throughout the school year.

From past experiences, many parents attend fewer events as their children move from elementary school into middle school. By the time the students reach grade 8, many parents do not show up for meetings workshops or other parental events. Based on our turn out, from previous years, our parents are increasing their attendance at our schools opening “Meet the Teacher” night, parent teacher conferences, PTA meetings, parent workshops and other various events. However, this increase is inconsistent. Our school wants to “reach out” to as many parents as possible and invite them in to ensure that they have a voice in our school community. Their voice and opinions need to be heard and changes need to be implemented based on their needs. Our school has developed procedures for our “Parent Time” on Tuesdays; teachers are encouraged to invite parents to attend meetings on Tuesdays.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase in family and community engagement as measured by a 5% increase in attendance from the last school year's attendance at parent and community engagement events as measured by the number of parents who are invited, attend and are surveyed during the Parent Teacher Outreach.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>On Tuesdays of every week, Teachers will meet as a Grade Team, they will be working on the following:</p> <ul style="list-style-type: none"> <li>• Discussing concerns that have arisen during the current and/or past week</li> <li>• Documenting concerns</li> <li>• Contacting parents to set up future meetings</li> <li>• Phone conversations in regards to student behavior</li> <li>• Creating progress reports to send home</li> <li>• Creating a newsletter for each designated grade level</li> <li>• Creating grade level content for our school website</li> </ul> <p>All of the above items will be utilized to increase communication between teachers, students and parents/families</p>	Parents	September 2014 – June 2015	Administration
<p>The Parent Coordinator compiles survey data and reports to the principal who then shares survey results with the School Leadership Team for feedback. The Principal and Parent Coordinator consult with the network Family Engagement Manager to address new initiatives from central DOE. The Principal and Parent Coordinator partner with the Center for Integrated Teacher Education (CITE), a consultant organization that plans and deliver relevant family workshops and retreats designed to build capacity for families and the community. Parent involvement/engagement strategies aligned with this goal will include the following:</p> <ul style="list-style-type: none"> <li>• Parent Meetings including parent teacher conferences and PTA meetings that inform the parents of the happenings within the school and their child's program and progress.</li> <li>• Our Parent Coordinator will offer workshop for parents who are new to the community and/or country to inform the parents about their child's instruction.</li> <li>• Workshops on CCLS, Danielson, ARIS Connect, ESL classes, Computer classes, Study Skills, etc.</li> <li>• Parent retreat scheduled for Spring 2014</li> </ul>	Parents	September 2014 – June 2015	Administration and Parent Coordinator
<p>1. Twice per year, parents are surveyed in English or commonly translated languages to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents, families and community. The survey includes questions to determine the best time of the day to schedule workshops and the need for translators.</p>	Parents	September 2014 – June 2015	Administration

<p>To increase parent engagement, before each workshop and retreat, the PTA will give out flyers publicizing the event translated into our parents' languages. The PTA president introduces the workshop, reads the flyer and encourages parents to attend. At the bottom of the flyer there will be a raffle ticket indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop. Upon entering the workshop, parents will be given another raffle ticket. At each meeting, there will be a parent give-away raffle with prizes donated by the school and/or the community.</p>	Parents	September 2014 – June 2015	Administration

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Administration, Teachers, Parent Coordinator and PTA president</p> <p>Resources: School Created Family Survey, Newsletters, Progress Reports</p>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>				
<p>2. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p>1. February 2015 will be a 2.5% increase in attendance at parent and community engagement events as measured by attendance sheets &amp; number of surveys collected at events.</p>				
<p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>				
<p>1. Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>		Yes		No
<p>2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students that fell below the 1.95 score on either the ELA or Mathematics test	Skills Development	Push in Services	During school and After school program
<b>Mathematics</b>	Students that fell below the 1.95 score on either the ELA or Mathematics test	Skills development	Push in services	During school and After school program
<b>Science</b>	Students who scored extremely low on their MOSL assessment	Skills Development	Push in services Small group instruction	After school program
<b>Social Studies</b>	Students who scored extremely low on their MOSL assessment	Skills Development	Push in services	During School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Overage students, behavior referrals from teachers, PBIS identified tier 1 and 2 students, low attendance	Social emotional skill, study skills, coping skills	Small groups and individual	During school and after school

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.
  
- In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to achieve the goal we will provide our current staff members with the following:

- Professional learning surveys to assess the needs of our staff and satisfaction of the professional learning opportunities offered
- Professional development will be offered based on the targeted areas of need
- Mentors are assigned to support struggling and un-qualified teachers
- Administration provides timely feedback to staff members
- Individual Professional Development Plans are completed and updated as needed

**2b. 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).

At IS 347, our school has an instructional team that consists of the Principal, Assistant Principal, a teacher representative from each major subject area and our I.E.P. teacher. Our instructional team meets at least twice a month. The team collaborates on all decisions pertaining to instruction and assessments. In the past the same team would plan all professional learning for the staff. Presently we have a Professional Learning Committee that makes decisions on all professional learning opportunities that are offered in the building and a menu of outside professional learning experiences. The Professional Learning Committee meets at a minimum of once a month.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The school's instructional cabinet team that consists of the Principal, Assistant Principal, a teacher representative from each major subject area and our I.E.P. teacher meets and collaborates on all decisions pertaining to instruction and assessments. The some instructional cabinet team members are part of other teacher teams and bring back suggestions and recommendations from those teams to share with the instructional cabinet. Additionally, the instructional cabinet also collaborates with the Professional Learning Committee to create professional learning opportunities to benefit the school staff.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and

Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	384,022	X	Page 13
Title I Priority and Focus School Improvement Funds	Federal	97,213	X	Pages 22 and 26 Pages 17 and 20
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200		
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent**

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Intermediate School 347**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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. The school will maintain this information.

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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)

**Intermediate School 347**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our students receive direct supplemental instruction in an afterschool ESL program. Our after school program targets specific E.S.L needs such as language acquisition, remedial reading and writing for our SIFE students. Our program also addresses specific needs of ELL’s who have been receiving services for a number of years and still haven’t been able to pass the NYSESLAT. Our afterschool program serves students in grades 6th to 8th. Our program utilizes Achieve 3000 to create an individualized plan for our ELL students. One E.S.L teacher works with 30 students. Our program meets two times a week for the duration of approximately 30 weeks, starting in the first week of November of 2014 and ending in the middle of May 2015. English is the language of instruction.

For additional support we have an experienced Bilingual certified administrator that organizes and mentors the teachers who are working with the English language learners, at no cost to Title III. This supervisor will also continue his work in the after school program.

**Part C: Professional Development**

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

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

Begin description here:

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

The diverse trainings and workshops have in the past given us the opportunity to work closely as a staff. On school professional development days we work together to develop lesson plans that suit our

## Part C: Professional Development

ELL's. Rigorous test practice skills and the concentration of all ELL learning modalities have been our pursuit. We have also adjusted the teaching programs so that our teachers have the opportunity to work closely and plan accordingly.

Our ESL teacher has attended the following Professional Learning sessions:

Event: Inside- National Geographic Professional Development

Date: August 11, 2014

Place: Bushwick Public Library (3 hours)

Cengage Learning

Implementing the Inside Curriculum to our ESL instruction:

- Use the program appropriately to differentiate and scaffold based on students' needs and interest

Event: Inside - National Geographic Professional Development

Date: September 12, 2014

Place: IS 347, RM 127

Cengage Learning - Online E-Resources

Use the online E-resources of the program to enhance the ability to access students learning and obtain respective data to plan our instruction.

Event: New York Marriott -Brooklyn Bridge, 5 hours of DELLS Professional Development

Date: November 4th, 2014

Bolstering Advanced Literacy Skills For English Language Learners

## Part C: Professional Development

This one-day session addressed:

- Promoting achievement among ELLs who struggle to acquire the academic English and advanced literacy skills necessary to support career and college readiness.
- Instructional core: daily classroom practices
- Actions that teachers might take to foster rich literacy environments (text and talk)
- Common pitfalls related to assessment and instruction

Event: Achieve 3000 Training

Date: November 6, 2014

Place: IS 347

- Differentiate for students by administering LevelSet: Access the LevelSet Learning Path in the Learning Center for specific tools and resources.
  - Go to Training and Support > Learning Center > A Successful Launch: Lexiles & LevelSet > Quick Start for Teachers
- Engage students in their learning process: Click here to access the Welcome to Achieve3000! video to introduce your students to the program. This video can also be accessed from the Bulletin Board on a student's Home Page and also in our Learning Center.
  - Go to Training and Support > Learning Center > A Successful Launch: Simple Rigor™ through the 5-Step Literacy Routine > Quick Start with the 5-Step Literacy Routine
- Student use: Support students as they work through the 5-Step Literacy Routine. Access Achieve3000 usage and performance reports to keep students on track for appropriate use. Once a month, the system may adjust the Lexile level of students who have completed at least four valid Multiple-Choice Activities.
  - Go to Admin > Usage Reports or Performance Reports.

## Part C: Professional Development

- Infuse rigor into lessons: Infuse rigor into your classroom and challenge your students to work with grade-appropriate text complexity so they are prepared for the demands of college and career. View this video to learn about Achieve3000's Simple Rigor. This video can also be accessed from our Learning Center.
- o Go to Training and Support > Learning Center > A Successful Launch: Simple Rigor™ through the 5-Step Literacy Routine > Quick Start with Simple Rigor

Ms. Mendez, ESL teacher is scheduled to attend the following Professional Learning Sessions:

- Middle School ELL Literacy and Leadership Institute. November 24, 2014; December 2, 2014; and December 17, 2015.
- CFN-208 English Language Learners Professional Learning series: November 2014, December 2014, January 2015, February 2015, and April 2015.
- Text Complexity (for ELLs) - Building Vocabulary

In this two-part webinar by Dr. Elfreida Hiebert, participants examine why vocabulary is a primary means of increasing English Language Learners' capacity with complex texts then later explore best practices for supporting ELLs move up the "staircase of text complexity".

### Response to Intervention (RTI) Interactive Online Course

Learn about the NYCDOE RTI for ELLs Framework to explore how to build a tiered system of instructional support for a linguistically and culturally diverse student population. To view the interactive course, log on to ARIS, using your DOE email and password, click the "learn" tab, then view Learning Opportunity 769: Response to Intervention Framework for ELLs.

### Common Core-Aligned Units for High School ELLs

In collaboration with the American Institute for Research (AIR), DELLSS designed two exemplary units for HS teachers of ELLs. These two units exemplify standard-based instruction with integrated ELL supports. The units are designed using a segment from Ibsen's A Doll's House and a speech by Susan B. Anthony entitled Is It a Crime for a U.S. Citizen to Vote.

## Part D: Parental Engagement Activities

#### Part D: Parental Engagement Activities

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

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

Begin description here:

The parent coordinator holds a workshop for parents who are new to the community and/or country to inform the parents about their child's instruction, and the various programs offered to the students within the NYC public school system. In addition to the first orientation meeting, meetings are scheduled regularly by the school to inform the parents of related events within the school and their child's program. The administration and parent coordinator are present at these meetings to inform the parents of the curriculum and various school issues. Together, we work with the parents to provide all students with quality educational programs that meet their needs. There are workshops held during the week that include E.S.L and computer skills. The parent coordinator (Henry Baez) is the instructor for these programs. The Coordinator contacts the parents by telephone and sends out notices.

Mr. Baez, Parent Coordinator conducts workshops for parents on Tuesdays and Thursdays from 4:00 PM to 7:00 PM. These workshops are scheduled from October 2014 to May 2015. Parents receive ESL instruction and computer skills.

We also have scheduled the following single topic sessions:

October 2014 Language Learning and your child. Hands on experiences and discussion will provide opportunities to:

- Understand how pretend play encourage language
- Identify ways to promote role play
- Learn how to support language in role play

November 2014 Language in play. Hands on experiences and discussion will provide opportunities to:

- Understand how pretend play encourage language
- Identify ways to promote role play
- Learn how to support language in role play

December 2014 Reading and story books Hands on experiences and discussion will provide opportunities to:

- Understand the importance of reading with your child

**Part D: Parental Engagement Activities**

- Participate in story telling activities
- Explore how reading aloud helps children learn to read
- Review appropriate children’s books

January 2015 Making their own mini stories. Hands on experiences and discussion will provide opportunities to:

- Explore the benefit of making your own book
- Get ideas for making your own book
- Make your own book to take home

February 2015 Creating a Print Rich Home. Hands on experiences and discussion will provide opportunities to:

- Learn how labelling your child’s environment can support pre-reading and pre-writing skills
- Explore material you can use to practice reading and writing

March 2015 Field Trip TBA

May 2015 Two Language Households. Hands on experiences and discussion will provide opportunities to:

- Explore the benefit of learning two languages
- Learn when it is the best time to learn a second language
- Identify strategies that support two languages in the same home

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

**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)	_____	_____

**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.
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>347</b>
School Name <b>School of Humanities</b>		

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	16	5	5	22	3	9	33	0	8	71

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>22</b>	<b>3</b>	<b>9</b>	<b>33</b>	<b>0</b>	<b>8</b>	<b>71</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							21	23	25					69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	3	6					10
Intermediate(I)							8	10	6					24
Advanced (A)							13	11	13					37
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		15		2				20

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our ELA department administers a scholastic assessment that determines the lexile level of all students including ELLs and SWDs. Results are discussed during teacher team meetings. Teachers craft lessons that have appropriate scaffolds and entry points that help students access the material.

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At enrollement the Home Language Identification Survey is given to the parent in order to determine Lab-R eligibility. If the student is eligible he/she will be given the Lab- R , if he/she speaks Spanish he/she will also be given the Lab-R in Spanish. If student scores below proficiency the student is an Ell therefore the matriculation and interview process will begin.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents will be shown a Department of Education video by the parent coordinator. Parents can exercise their parental option and opt for a Transitional Bilingual Program, Dual Language , or Freestanding E.S.L program. Parents decide what program best suits their needs. Students must be placed within 10 days of enrollment. If parents opt for a program that is not given at the school, the parent coordinator and other faculty can assist the parent in finding another school. If a parent opts for dual language or a bilingual program the parent coordinator email "transfers@schools.nyc.gov". Currently all parents have chosen to remain at IS 347, in an ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our ELL coordinator or ELL supervisor ensure that parents receive forms such as Parent Survey's and Parent Selection questionnaires in a timely fashion. These forms are provided in the language of the home (if available). Both the E.L.L and parent coordinator have regular meetings and telephone conversations to assist parents. Our goal at I.S 347 is to provide our Ells with quality education. Together with the help of our parents we are working towards that goal.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Once a child has been identified as an ELL from the Home Language Survey we have an initial parent orientation were the parent is interviewed by the E.L.L coordinator or ELL supervisor ( certified in Bilingual Education and is experienced in working with Ell's and their parents). The coordinator organizes an interview with the parent and student. Then she conducts the Lab-R assessment within the first ten days of admission. The parent coordinator also works together with the school by organizing a meeting were the parent is shown a video of the different ELL programs that are offered in N.Y.C by the Department of education. During this session the parent decides what program best services their child. The parent is informed of the programs that the school offers. If there is not a program that best services the need of the student, the parent is informed of alternate placement for their child. In addition to the first parent orientation, meetings are held regularly by the school. The principal, assistant principals, parent coordinator and E.L.L coordinator are usually present to inform parents of curriculum and school issues. We find that the majority of parents have decided to attend the IS 347's E.S.L program. Our Freestanding E.S.L program has also proven to be successful with our parents since they know they will get the support both they and their child need.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The testing coordinator arranges for the school to be on "lockdown" for the Reading, Writng, and Listening portion of the test. The E.S.I and the reading specialist coordinate to do the Speaking portion of the test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
After reviewing the Parent Survey and Program Selection forms we found that parents opt to have their children placed in an ESL program. Parents want their children taught in English.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

In our school we have a freestanding E.S.L program. We have 10 beginners, 24 intermediate, and 37 advanced students as noted in the NYSESLAT exam. Our ESL teachers serve these students utilizing a push-in model and pull out model. An ESL teacher pushes in the content area classes and co-teaches offering varied entry points affording ELLs and opportunity to access the material taught. Ells are pulled out on a need basis during content areas, and talent periods by the E.S.L teacher. Beginner and intermediate students received a minimum of eight periods of ESL a week. Advanced students receive a minimum of four ESL periods a week. They also receive 4 periods of E.L.A.

Our ELLs are group in one class per grade. Our ELLs / SWDs students are groups in their appropriate class designation, as specified in their IEPs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

Push-In/Pull-out services

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

Team Teaching

Special needs:

Setss Services

Small class size

Title III After school program

Plan for For Long-Term Ell's

- Independent Reading
- Authentic Author Studies
- Teaching of the 5 Writing Genres
- Genre Studies
- Accountable Talk
- Literature Circles
- Poetry Workshops
- Use of Sourcebooks
- Book Discussion Groups
- Conferencing
- Annotated Bibliographies
- Word Walls
- Use of Culminating Cultural Projects as an Assessment Tool
- Use of Portfolios as an Assessment Tool
- Use of Rubrics as an Assessment Tool
- Implementation of a Model of Differentiated Instruction. Multiple entry points, scaffolds, and extensions
- Provision of After School Programs

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

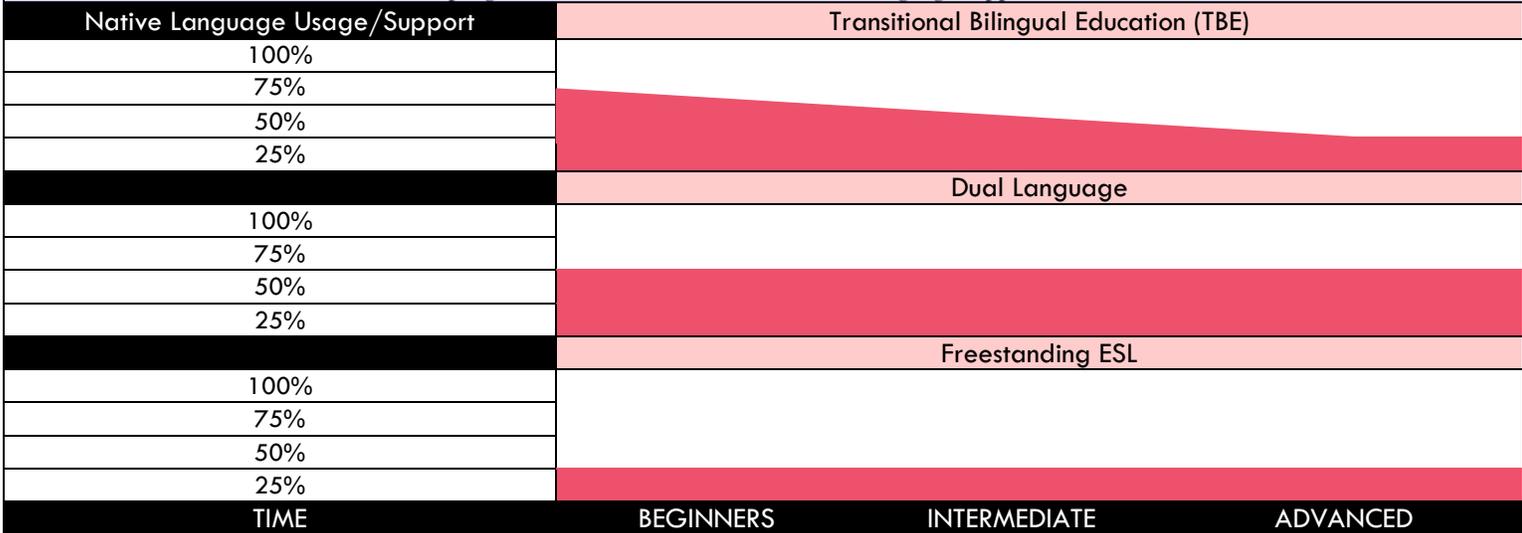
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

### D. Parental Involvement

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

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

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

### **E. Additional Information**

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

Paste response to question here:

School Name: IS 347

School DBN: 32K347

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 2 Network: 208

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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