



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

32K349

School Name:

SCHOOL OF MATH, SCIENCE & TECHNOLOGY

Principal:

ROY PARRIS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: IS 349 School of Math, Science & Technology School Number (DBN): 32K349
School Level: Intermediate Grades Served: 6 - 8
School Address: 35 Starr Street Brooklyn, NY 11221
Phone Number: (718) 418 - 6389 Fax: (718) 418 - 6146
School Contact Person: Deborah Roberts-Muller Email Address: droberts-
muller@schools.nyc.gov
Principal: Roy Parris
UFT Chapter Leader: Renee Haynes
Parents' Association President: Sonia Araceno
School Leadership Team
Chairperson: Bridgett Aponte
Student Representative(s): _____

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue Room 300 Brooklyn, New York 11221
Superintendent's Email Address: ldruck@schools.nyc.gov
Phone Number: (718) 574 - 1203 Fax: (718) 574 - 1245

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 412 Network Leader: Daisy Concepcion

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)
Roy Parris	*Principal or Designee	
Renee Haynes	*UFT Chapter Leader or Designee	
Sonia Araceno	*PA/PTA President or Designated Co-President	
Enza Camarda	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	
Ismenia Martinez	Member/ Co- President	
Daisy Gualpa	Member/ Secretary	
Jose Avaro Guillen	Member/ Treasurer	
Bridgett Aponte	Member/	
Cynthia Balzaretti-Torres	Member/	
Victor Portes	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.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: 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:

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

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

The mission of I.S. 349, "The School of Mathematics, Science and Technology," is to design an educational program which will cater to the diverse needs and interests of all our students, within a safe, nurturing environment. This program will be research-based and as such will rigorously recognize the varying abilities of all our students and thus equip them to meet the required standards on all New York State and Citywide Standardized Tests.

The School of Math, Science and Technology, IS 349 is located in the Bushwick section of Brooklyn, New York. At present, the school shares the same building with IS 347, "The School of Humanities." Even with the division of space, each school has been able to develop its own identity through organization, its own entrance and exit. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. Since its existence in 2000, IS 349 has developed into a community in which there is collaboration amongst administrators, teachers, students, and parents to provide students with the best educational opportunities to become life-long learners. Innovative and strong instructional and administrative leadership has been essential to the academic success and progress of student performance.

Our instructional focus throughout our school community is, *to create learning activities and promote discussions that foster higher levels of thinking and maximize opportunities for students to fully participate and generate high quality work products.* To support our instructional focus, ongoing professional learning sessions are available to assist each pedagogue in developing goals and objectives to improve teaching and learning. Structures and resources are in place to adapt curricula so that all learners have access with special emphasis on ELLs and Special Education. English Language Learners, are strategically programmed into General Education classes with supplemental linguistic and writing resources so they may meet content-level goals. Each ELA class, grades 6-8 has additional support from push in teachers who work specifically with the ELL students in the classes. We are also developing the same type of model for Students with Disabilities (SWD). We have programmed experienced subject area teacher(s) to work directly with the Special Education teacher(s) to implement a content-based, yet scaffolded curriculum. In addition, differentiation of instruction is achieved by mainstreaming some Students with Disabilities (SWD) into General Education math and Language arts classes.

The DTSDE Tenets in which IS 349 made the most growth in were Tenet 3 -*Curriculum Development & Support* and Tenet 4 -*Teacher Practices & Support*. Initially we used *CodeX* only in Grade 6; however, this year the program was adopted in all grades 6-8. To support the faculty in adopting the CCLS aligned curriculum, ongoing opportunities of professional development are provided. Obstacles encountered included bringing an entire school community together as we become problem solvers in implementing the *CodeX* program effectively. In order to allow for cohesion between content area subject teachers, we were able to provide common planning time uniting Language Arts and Social Studies teachers. Teachers use this allocated time to integrate some positive aspects from our previous Language Arts curricula, *Elements of Literature* to supplement the *CodeX* writing piece.

Our approach to the integration of the instructional shifts and college & career readiness skills includes incorporating complex text, vocabulary development, writing and close reading all lessons. Our objective is not only to provide rigor but apply strategies that result in students becoming better readers on their own. This is coupled with our updated technology equipment which includes a State of the Arts Science lab, two fully equipped computer labs, laptop computers and SMARTBOARDS in 50% of classrooms to enhance instruction. Administration and teachers share valuable examples of rigorous and complex text to build stamina and encourage independent/ownership of learning. Real world application includes our connection to New York City College of Technology where we have students in grades 7 and 8 participating in the 'Bridging the Gap' program on Saturdays. On Mondays, our teachers participate in Professional Learning sessions and are engaged in discussions about teaching and learning augmenting their professional growth. In addition, we have received comprehensive support from our Network to enhance our efforts in improving teaching and learning. This support and guidance has been well received by our diverse faculty, which includes many international teachers. This has allowed us to develop a strong support system for students and at the same time, improve academic achievement.

Lastly, a contributory factor to our continued efforts is the relative stability of staff, both teaching and administrative. The present administrative staff has been together since January 2006. We have been able to galvanize the staff in a continuous focus on strategic action plans to improve the social, emotional, and academic achievement of all our students.

The following school programs, collaborations/partnerships are being implemented to support our endeavors and increase student achievement for all students:

TEACHER LEADERSHIP PROGRAM (TLP) – TLP is designed to challenge and support teacher leaders across the city in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools. This program provides an opportunity for *teacher leaders* to develop their facilitative and instructional leadership skills; An opportunity for *principals and assistant principals* to cultivate shared leadership and embed effective teacher leadership structures and practices in their school community.

TEACHER INCENTIVE FUND grant (TIF)

The grant provides additional resources to pilot new teacher leadership roles that will:

- 1) provide peer support to teachers to build their practice based on feedback and coaching conversations; and
- 2) allow some of our strongest teachers to gain adult leadership experience by sharing expertise among peers.

For the 2014-15 school year, two teacher leadership roles offered are:

- ***Peer Instructional Coach (PIC)*** – A school-based role in which the selected teacher will teach at least two periods per day and spend the remaining periods supporting other teachers to improve instruction and student learning aligned to Danielson's *Framework for Teaching*. This person will work with groups of teachers within his/her school and will utilize formative classroom visits, debriefs, and other professional learning experiences to support a distributive leadership model.
- ***Demonstration Teacher (DT)*** – A school-based role in which the selected teacher will allow his/her classroom to serve as a laboratory/model classroom as a resource for colleagues. This role has a regular teacher's schedule, and responsibilities may include: modeling lessons; reflecting on and debriefing own lessons with colleagues; creating classroom videos to share; and demonstrating other strategies for modeling best practices.

NYCDOE applied to the grant with the belief that when high-performing teachers are provided opportunities to share best practices with other teachers, the instructional quality of the entire school improves.

NEW YORK CITY COLLEGE OF TECHNOLOGY

• BRIDGING THE GAP (For students in grades 7 and 8)

A collaboration with New York City College of Technology whereas precollege courses are offered to middle and high school students. Students are exposed to Courses such as Robotics, Math and English that promote academic and college readiness

- **Teacher Leadership Quality Partnership Program(TLQP)-** participants are guided through 10 modules of the 'Thinking with Technology' Course as they begin to develop one or more web-based thinking tools developed by Intel. Various technologies are introduced as a tool to support ELA and Math in the content areas

ACHIEVE 3000-

The Achieve 3000 program offers strategies to improve reading and writing skills. The strategies provide web-based, individualized learning solutions to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. High interest topics for the entire class offered scientifically matched to each student's individual reading level.

Urban Advantage's Middle School Science Initiative-

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. It encourages communication with schools and families. This program is a part of **Excellent STEM** (science, technology, engineering, and math) instruction is critical to ensuring that New York City's students are college and career-ready in the 21st century.

OVERCOMING OBSTACLES-

To meet the social-emotional needs of the students in and out of the classroom, we implement a program entitled, Overcoming Obstacles. The components of this program are discussed in Advisory groups. Discussions range from academic performance, school violence, and college & career preparedness.

TRANSLANGUAGING PROGRAM-

CUNY's *Translanguaging* curriculum is used to support our English Language Learners (ELLs) and the *SIFE Bridges* curriculum for Students with Interrupted Education (SIFE). In this curriculum, academic tasks require students to pre-write using their first language as a resource, allow students to select one language to publish their writing, and integrate content area reading to discuss challenging passages and content vocabulary with the accessibility of using their home language. In addition, teachers collaborate to develop lessons that incorporate scaffolds such as graphic organizers, dictionaries, and sample texts in a second language to further increase curricula access for all learners.

In conjunction with CUNY-NYSIEB principles, we set for our school community the following goals:

- To enhance ecology of the school
- To enhance the academic achievement and cultural awareness of our student population with particular attention to our emergent bilingual students.
- To use translanguaging to promote community empowerment and involvement in our school

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-

school and/or summer programming provided in collaboration with community partners

- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

32K349 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	358	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	10	# Drama
# Foreign Language	11	# Dance	8	# CTE
School Composition (2013-14)				
% Title I Population	95.0%	% Attendance Rate		92.9%
% Free Lunch	95.8%	% Reduced Lunch		3.5%
% Limited English Proficient	24.4%	% Students with Disabilities		13.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		7.5%
% Hispanic or Latino	91.8%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# 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)		3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.55
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.6%	Mathematics Performance at levels 3 & 4		10.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		23.9%
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				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (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		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (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	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
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			
Accountability Status – High Schools				
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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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 Priority and Focus School Recommendations for Tenet 3: Teachers should engage in a structured professional collaboration using inquiry to look at student work to plan and develop lesson plans to assure alignment with the Common Core State Standards and New York State content standards.

To ensure improvement in student growth, we have implemented the following strategies:

- Across the school we utilize rigorous habits and higher order thinking skills in the curricula and academic task while making sure that they are embedded in a coherent way across grades and subjects so that all learners including ELLs and Students with Disabilities (SWD), demonstrate their higher order thinking.
- The use of all four Depth of Knowledge questioning, writing, and speaking in the content areas has increased the students’ level of engagement and retention of knowledge.
- All staff plans and refines curricula and academic tasks using student work and data so that individual groups of students, including the lowest and highest achieving students, ELLs, and SWDs are cognitively engaged. Both teachers and administrators engage in inquiry-based structured professional collaborations (teacher teams, instructional planning teams) that have strengthened teachers’ instructional capacity (including CCSS integration) resulting in school-wide instructional coherence and increased student achievement for all learners.

In addition:

- Teacher teams systematically analyze key elements of teacher work including classroom practice, as well as, assessment data and student work for students they share or on whom they are focused. These practices include individual student conferences to help students improve their ability to construct ELA goals that are based on the latest available progress data.
- We continue implementation of the workshop model. This model uses individually paced work, student constructed meaning processes, risk taking, portfolio/performance assessment, self-assessment and individualized learning and evaluation.
- Teachers use Benchmark assessment data to set instructional goals and create action plans that address individual and small group needs in reading and writing workshops for the differentiation of instruction. These practices will continue until June 2015.

Our teachers participate in common planning meetings to develop lessons that are aligned to the Common Core State Standards. Further, our teachers analyze student assessment data to develop action plans and goals to improve our students' academic performance. Finally, our teachers consistently utilize researched-based resources that incorporate technology and real-life tasks to develop our students' conceptual understanding and higher order thinking skills.

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, 5% of all students including ELLs and SWDs will increase as a result of the newly adopted CCSS Code X rigorous curriculum providing academic tasks that emphasize on rigorous habits and higher order thinking skills. *Tenet 3.3 / PFQR 1.2*

Part 3 – Action Plan

Activities/Strategies: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Afterschool Program (Wed. & Thurs) The goal is to provide continuous support to students whose reading & math performance is not at grade level as per the NYS Scores. This service provides reading instruction on fluency and/or math instruction in understanding math concepts so that students become mathematically confident through communication, reasoning and application to real life situations.	6, 7, 8, SpEd& ELLs	10/2014 – 5/ 2015	Asst. Principal
Benchmark Assessments/ In-house Assessments Benchmark/ In-house assessments serve instructional planning purposes by providing teachers information needed to develop and adjust curriculum and instruction to meet students' learning needs. Our Benchmark assessments are aligned with content and provide feedback on students' strengths and weaknesses relative to specific curriculum goals.	All students grades 6 - 8	10/2014 – 5/ 2015	Asst. Principal

Technology Support- Achieve 3000 Achieve3000® incorporates strategies with the belief that every student deserves every opportunity to reach higher. This means reading and writing <i>above</i> expected levels; to <i>achieve more</i> in school and <i>succeed more</i> in college and the workforce. This service focuses on providing reading instruction through differentiated, online instruction using nonfiction content and ongoing Lexile® assessment . The goal is to provide continuous support to students whose reading performance is not at grade level as per the NYS ELA Scores.	ELLs	10/2014 – 5/ 2015	Asst. Principal
Saturday Program The goal is to provide continuous support to students whose reading & math performance is not at grade level as per the NYS Scores. This service provides reading instruction on fluency and/or math instruction in understanding math concepts so that students become mathematically confident through communication, reasoning and application to real life situations..	Grade 6 & Bilingual	10/2014 – 5/ 2015	Principal

Part 4 – Resources Needed

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

Title I and TL funds will be used for teacher per session to provide time for collaborative professional learning workshops and team meetings. Title I funds will allow us to build capacity among families and communities by providing parent workshops in an effort of supporting home-school collaboration and student growth. The activities will begin September 2014 through May 2015.

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.

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

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.

In December, a mid-point benchmark in Language Arts and Math will be given to monitor student progress. Teachers will analyze the results and plan accordingly. In January, teachers will begin to execute lessons with concentration on key areas for specific students

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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:

- 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.
- 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.	E
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:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- 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 2013-14 Priority and Focus School Quality Review (PFQR) in order for our school to align with the concepts in the Highly Effective column of Tenet 5, the school should: Further develop and implement opportunities and protocols for teachers to understand and plan strategies to enable them to provide support of student social and emotional development that would positively impact student academic achievement.

Strengths

The following strategies are in place to support the healthy social-emotional development of our students and to cultivate an atmosphere of parental support:

- Teachers contact parents to discuss academic and/or social difficulties of students daily. Parents are informed of possible referral to the PPT team for further discussion of preventative and alternative services that may be provided.
- Each student is known by at least one staff member through the school’s advisory program. The advisors develop and maintain relationships with the families of their advisees(between 25 to 30 students).
- The advisory program is scheduled for each class on every grade level.
- Motivational speakers are invited to address social/emotional concerns of the student population and parents are invited to attend these speaking engagements.
- The PPT meets bi-weekly to address the social/emotional needs of targeted students
- The PPT develops FBA strategies and collaborates with administration, teachers, guidance counselor, and dean to implement, monitor and modify the Behavioral Intervention Plan (BIP)
- The guidance counselor provides individual, small group, and family counseling
- The guidance counselor proactively refers students to outside agencies for counseling

- The dean monitors the student referrals generated by administrators, teachers, and the guidance counselor.
- The dean, guidance counselor and administration provide social/emotional professional development to staff members.
- Monitor attendance of students
- The Advantage Afterschool Program is a partnership within the school that supports the needs of targeted students by monitoring attendance, providing counseling, and parent outreach.

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, the number of incidents and suspensions will decrease by 5% as measured by the Online Occurrence Reporting System (OORS) and the NYC School survey students’ safety and respect category will increase by 5%. *Tenet 5.3 / PFQR 1.4*

Part 3 – Action Plan

Activities/Strategies: 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"> 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 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Guidance Counselor identifies at-risk students and schedule as needed individual and group counseling to develop caring relationships with adults and obtain positive feedback which helps built self-esteem and self-confidence. At-risk students will get the opportunity to share issues, in privacy, which may be impeding their social, emotional, and academic progress. Through a structured and progressive series of activities and experiences, students will increase their capacity to develop social, emotional, ethical, and cognitive competencies.	At-risk	9/14 – 6/15	Asst. Principal
The School Psychologist conducts a comprehensive evaluation of at-risk students’ academic, emotional, and social progress. To prescribe intervention measures and programs long and short term, to address the needs of at-risk students.	At-risk	9/14 – 6/15	Asst. Principal
Pupil Personnel Team (PPT) - will meet and develop FBA strategies in collaboration with administration, teachers, guidance counselor, and deans to implement, monitor and modify the Behavioral Intervention Plan (BIP)		9/14 – 6/15	Asst. Principal, guidance
Attendance Committee -meets monthly to closely monitor attendance to ensure students are in school to receive instruction	At-risk	9/14 – 6/15	Asst. Principal, guidance

Part 4 – Resources Needed

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

Tax Levy funds will allow for student outreach/ preventative measures

- A guidance counselor will provide counseling services for 25 sessions afterschool and weekend- 2 hours per session.

- Families in temporary housing will receive assistance in housing resources and additional services such as referrals to outside agencies for counseling.
- Attendance coordinator will be utilized to contact all students including subgroups with attendance problems and provide them with guidance and academic services

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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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.

Progress is monitored in six week cycles . In January, the OORS report and the NYC School Survey Students’ Safety and Respect category will be reviewed and monitored for continuous improvement. Guidance, deans and administration will review the success of strategies implemented. For example , the program ‘*Overcoming Obstacles*’ will be utilized during advisory whereas students learn skills like communicating effectively, making sound decisions, setting and achieving goals, and resolving conflicts.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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 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:

- 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.
- 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 4 Statement of Practice (SOP) Addressed	HEDI Rating
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.	D
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:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- 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 Priority and Focus School Recommendations for 2013-14, in order for our school to align with the concepts in the Effective column of Tenet 4, the school should: Develop and implement protocols for analyzing individual and group data to inform planning and to provide targeted and actionable feedback so that students reflect upon their own progress therefore take ownership of their learning.

Strengths: All students are known by an adult in the building through the establishment of the schools’ advisory system. Further, teachers communicate to the students’ home to inform on the current academic performance of our students and to share next-steps with our parents. Moreover, our teachers examine Benchmark assessment data and samples of students’ work during their common planning period to inform instruction, develop intervention strategies, and to craft formative and summative tasks aligned to the CCLS that meet the current needs of their students. Further, our teachers to monitor attendance, academic progress, and assessment performance extensively. Finally, our teachers have implemented the CCLS instructional shifts in their delivery of lessons to provide our students with developmental appropriate lessons and rigorous tasks with the ultimate purpose of developing College and Career readiness in our students.

To address this recommendation, the following practices have been put in place:

- Teacher teams use a Task Protocol to evaluate the performance tasks embedded in our units to ensure alignment with Common Core Learning Standards (CCLS).
- Instructional leads meet weekly during scheduled common planning time with teachers to coordinate this work across grades.
- Common planning time is set aside for teachers to meet to analyze benchmark assessment data,

develop action plans, lesson plans, and student intervention services to be delivered during after school and Saturday academies.

- Weekly Professional Learning sessions allow teachers to enhance their leadership capacity as they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning. The objective is to increase teacher professional knowledge and enhance student learning.
- Performance Tasks and student work reflecting DOK and CCLS
- Rubrics aligned with CCLS

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, 100% of teachers will demonstrate growth on the HEDI scale in competency 3C- Engaging students in learning using multiple entry points and UDL strategies. *Tenet 4.3 / PFQR 1.1*

Part 3 – Action Plan

Activities/Strategies: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Common Planning time for ELA & Social Studies/ Math & Science to do the following: Analyze student work to adjust teaching practice and instructional planning; Plan Common Core-aligned units to gain familiarity with key instructional practices; Plan for shifts in instruction	All students including SWD and ELLs	9/14 – 6/15	Principal, Asst. Principals, teachers
Monday Professional Learning Sessions are geared to increase educator effectiveness thus resulting in the improvement of academic performance of all students through the work of learning communities committed to continuous improvement, collective responsibility, and goal alignment.	Teachers, students	9/14-6/15	Principal, Asst. Principals, teachers

Part 4 – Resources Needed

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

Title I and TL funds will be used for teacher per session to provide time for collaborative professional learning workshops and team meetings. The activities will begin September 2014 through May 2015.

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.

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

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.

Six week cycles of observations will be reviewed during Administrative meetings and followed up with professional learning workshops. In January mid- point review will also be the data from the Benchmark assessments will be analyzed for adjustment of instruction.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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:

- 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.
- 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.	E
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:

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

IS 349’s Instructional Cabinet devised a schedule to observe and monitor teachers and provide timely feedback. The collection of observations are reviewed to:

- Provide teachers with professional development sessions utilizing Charlotte Danielson’s “Framework for Teaching” with emphasis on competencies 1e, 3b, 3d
- Set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies
- Develop an ongoing observation tool aligned to the Danielson’s rubric of effective teaching practice
- Provide timely, specific evidence-based feedback that teachers can act on to modify or improve teaching practice as needed
- Teachers self-assess based on a selected component of the Danielson rubric
- Develop a system for tracking teacher progress along the Danielson continuum
- Provide feedback from formative observations and teacher performance data to co-create professional learning goals

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, school leaders and teachers will refine the school’s shared assessment practices and grading practices to analyze information on student learning in order to adjust instructional decisions at team and classroom levels to address the needs of all learners thus resulting in a 5% increase in student performance as measured by the NYS ELA and Math assessment. *Tenet 2.4 / PFQR 4.1*

Part 3 – Action Plan

Activities/Strategies: 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	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Common Planning time for ELA & Social Studies/ Math & Science to do the following: Analyze student work to adjust teaching practice and instructional planning; Plan Common Core-aligned units to gain familiarity with key instructional practices; Plan for shifts in instruction	All students ELLs, SWD	9/14 – 6/15	Asst. Principal
Focused Professional Learning sessions staff development/ designed as an improvement strategy to address documented problems/needs	All students ELLs, SWD	9/14 – 6/15	Principal
Parent Outreach -Organized factual reports to the community about the learning progress of students through newsletters, progress reports, report cards.	parents	9/14 – 6/15	Asst. Principal, Parent Coordinator
Administrative team meetings that focus on measured progress toward data-based improvement goals	All students	9/14 – 6/15	Principal, data specialist

Part 4 – Resources Needed

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

Title I and TL funds will be used for teacher per session to provide time for collaborative professional learning workshops and team meetings. The activities will begin September 2014 through May 2015. In addition, Title I funds will allow us to build capacity among families and communities by providing parent workshops in an effort of supporting home-school collaboration and student growth. The activities will begin September 2014 through May 2015.

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.

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

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.

In Six week cycles we will monitor the Observations looking for the following:

- teacher progress for areas needed for Professional development
- Ongoing communication with each teacher within one week of the observation with strategies for next steps

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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:

- 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.
- 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.	E
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:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- 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 school leader has created a school community that fosters feelings of belonging and trust; which encourage families to freely and frequently engage with the school and lead to increased student success in the following ways:

- Provide welcoming signs in all languages represented within the school community
- Translate all materials across the school into the dominant language of the community (Spanish)
- Sustain proficient numbers of personnel who are bilingual
- Invite and meet with families of students in danger of not meeting academic/social/emotional expectations in written form and telephone communication, each quarter, to develop collaboratively action plans to address the needs of these students
- Encourage students to self-regulate their behavior through a monitoring process that is shared daily with the family, and staff members
- Principal is accessible to students and parents during entry and egress daily

The school provides the access to data that empowers and encourages families to use and understand data and promotes dialogue between school constituents that center on student learning and success in the following ways:

- Report cards are distributed quarterly
- Progress reports are distributed quarterly between report card distribution

- Newsletter in English and Spanish distributed every two months
- Parent Teacher meetings quarterly in which we share student academic data as well as social/emotional data
- Provide monthly PTA meetings with strategies and supports in how to support students

Parent workshops are conducted throughout the school year to explain official state and city documents; the CCLS; policy; identify research-based strategies to support student and family socio-emotional health, and academic progress

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, the percentage of student and family awareness of goals, plans and involvement in decision making processes that impact the education of their children will increase by 50%. *Tenet 6.4 / PFQR 1.3*

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The SLT will meet in an on-going basis to plan and develop school goals, decide on educational priorities, and review and revise the SCEP.	parents	9/14 – 6/15	Principal, guidance,
The PPT develops FBA strategies and collaborates with administration, teachers, guidance counselor, and dean to implement, monitor and modify the Behavioral Intervention Plan (BIP)	Parents, students	9/14-6/15	Asst. Principal, guidance
Parent Outreach -Organized factual reports to the community about the learning progress of students through newsletters, progress reports, report cards.	parents	9/14-6/15	Parent Coordinator
Parent Workshops will be given to help parents and care givers have a better understanding of the NYSED Parent Report as well as the Common Core State Standards by providing necessary information concerning their child’s literacy and general school goals	parents	9/14-6/15	Parent Coordinator

Part 4 – Resources Needed

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

Title I and TL funds will allow us to build capacity among families and communities by providing parent workshops in an effort of supporting home-school collaboration and student growth.

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

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.

Quarterly, We will monitor the success of this goal by the following: The number of parents in attendance at PTA meetings, PA meetings, Monitoring the percentage of students making the honor roll

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Support to students whose reading performance is not at grade level as per the NYS ELA Scores.	This service focuses reading instruction on fluency.	Small group	After school Saturday
Mathematics	Support to students whose reading performance is not at grade level as per the NYS Math Scores.		Small group	After school Saturday
Science	Student performance on in-house assessments In Science The need for guidance in satisfactorily completing the exit project	The goal of this program is to raise student achievement in Science by providing all student the opportunities to understand and apply scientific concepts, principals, and theories set forth in the NYS/City Standards. This is done through organizers, experiments/presentations, field trips, research reports, and/or exit projects.	Small group	TBA
Social Studies	Student performance on in-house assessment In Social Studies the need for guidance in satisfactorily completion of exit project	The goal of this program is to raise student achievement in Social Studies by providing all students the opportunity to understand history through research and media films. Eighth grade students are also provided assistance toward completing exit projects.	Small group	TBA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor identifies at-risk students and schedule as needed individual and group counseling to develop caring relationships with adults and obtain positive feedback which helps built self-esteem and self-confidence. School Psychologist conducts a comprehensive evaluation of at-risk	Guidance- At-risk students will get the opportunity to share issues, in privacy, which may be impeding their social, emotional, and academic progress. Through a structured and progressive series of activities and experiences, students will increase their capacity to develop social, emotional, ethical, and cognitive competencies.	One-to-one Small group	Asst. Principal

	students' academic, emotional, and social progress. .	<u>School Psychologist</u> prescribes intervention measures and programs long and short term, to address the needs of at-risk students		
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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.			
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

In order to ensure that current staff becomes highly qualified, we will:

- Increase the teachers' awareness level and expertise using different sources of student data available to them; for example, Achieve 3000.
- Common planning time is deliberately structured to result in improved instruction and all students engaged in challenging academic tasks.
- Have continuous meeting amongst teachers, data specialist and administration to examine students' data and design instructional plans addressing students' needs and strengths.
- Maintain and support collaboration amongst all teachers including ESL and Special Education teachers by subject during departmental meetings to intensify student achievement.
- Focus professional development strategically to address specific topics where students need extra attention as identified by data from in-house/ school wide assessments.
- Formal and Informal observations will ensure that the vast majority of teachers are engaged in inquiry-based structured professional collaborations that have strengthened teachers' instructional capacity including CCSS integration
- Feedback to teachers accurately captures strengths, challenges and next steps using a research-based common teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers.
- TIF grant will allow experienced teachers provide peer support to teachers to build their practice based on feedback and coaching conversations
- Data Specialist is part of the instructional cabinet and meet periodically to assess the progress towards attaining school goals and individual teacher professional growth
- On site PD will be available to provide teachers with varying instructional strategies

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).

Professional development component involves the integration of technology and using the Professional Development team to strategically plan for effective delivery. Our teachers participate in programs such as the Teacher Leadership Program, Teacher Incentive Fund grant, Bridging the Gap program. All of these

programs involve teachers taking on leadership roles and they all provide strategies for communication with colleagues, sharing information, intervisitation, protocols for meetings etc... Their efforts supported by administration and accepted by their colleagues.

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.

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 codes¹. 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 consolidated². **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			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.

- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

IS 349 School of Math Science & Technology **Parent Involvement Policy**

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. **IS 349**, 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. **IS 349** 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. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

IS School of Math Science & Technology
School-Parent Compact (SPC)

IS 349, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 349
School Name The School Math, Science and Technology		

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 Roy Parris	Assistant Principal Madeline Rodriguez
Coach Cynthia Balzaretto	Coach Jawond Brown
ESL Teacher Kenia Soto	Guidance Counselor Brigitte Aponte
Teacher/Subject Area Victor Portes	Parent Martha Medina
Teacher/Subject Area Luis Ortiz	Parent Coordinator Jerry Hernandez
Related Service Provider Carolina Mangual	Other
Network Leader(Only if working with the LAP team) Daisy Concepcion	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program 3		Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	401	Total number of ELLs	101	ELLs as share of total student population (%)	25.19%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	14
SIFE	22	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	45

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	32	14	2	0	0	0	3	0	0	35
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	7	1	14	1	2	42	0	4	66

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		
Total	42	21	3	14	1	2	45	0	4	101
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	14	17					35
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	4	14	17	0	0	0	0	35

*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
TOTAL	0																			

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	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	16	23					60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	21	16	23	0	0	0	0	60

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)							3	3	5					11
Intermediate(I)														0
Advanced (A)								1						1
Total	0	0	0	0	0	0	3	4	5	0	0	0	0	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	2	0	0		2
7	8	0	0		8
8	4	0	0		4
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		2	0	0	0	0	0	0	2
7		9	0	2	0	0	0	0	11
8		9	0	1	0	0	0	0	10
NYSAA Bilingual (SWD)									0

NYS Science

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

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)	23	0	0	0				
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.
 Assessment Analysis of NYSESLAT
 The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing the NYSESLAT data, the patterns revealed that:

•The majority of the intermediate and advanced students generally the data reflects gains in the speaking modality. However, in the reading and writing skills they do not reflect gains in the proficiency level. Even our students at the advanced level do not show significant gains in the reading and writing. Our population of ELL students is 25.25% of our total school population. Our largest population of ELL's are Advanced (52.5%). Followed by the 33.7% of beginners and lastly 13.8% of our ELL's are Intermediate.

The data patterns revealed by the LAB-R data is as follows: the majority of the students entitled to ESL or Bilingual services are in grade eight.

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](#))

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring at level below 640 on the ELA.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUIITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to focus on targeting language development and academic vocabulary across grades and content areas, and creating increase opportunities for meaningful student engagement.
- Additional support in listening skills for Newcomers, including increasing the use of technology in the classroom and listening centers.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Ensure the use of the program Success Maker to meet students' needs at their level of performance in reading and mathematics.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

The activities above and additional support offered to our ELL population is focused on the acquisition of language development proficiency and academic progress.

Implications for LAP in English Language Arts:

In order to increase our students academic achievement, we will use a variety of strategies which include the following:

- Ensure licensed personnel use the Danielson Rubric to increase their effectiveness in implementing the Common Core Learning Standards and to deliver instruction as stipulated by the CR Part 154 based on data and individual student needs.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of students in order to create lesson plans that are differentiated and provide the necessary scaffolding strategies.
- Increase opportunities for cognitive engagement for all students.
- Utilize multiple entry points to address the needs of students based on there proficiency in different modalities.
- Ensure that students are partners in the process when identifying strengths and weaknesses and creating goals for improvement.

- Encourage teachers to participate on professional development opportunities focusing on Translanguaging strategies for ELL's.
- Ensure that the Peer Instructional Literacy Coach works closely with teachers (ELA, ESL and TBE) in developing rigorous instruction and activities to meet the needs of all subgroups including ELL's.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area:

In order to increase our students academic achievement, we will use a variety of strategies which include the following:

- Ensure licensed personnel use the Danielson Rubric to increase their effectiveness in implementing the Common Core Learning Standards and to deliver instruction as stipulated by the CR Part 154 based on data and individual student needs.
- In the TBE classes, ensure that the CR Part 154 requirements and the Bilingual Content Language Allocation Policy is followed.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Translanguaging strategies and academic vocabulary.
- Ensure that Math Peer Instructional Coach works closely with teachers in developing rigorous instruction and activities to meet the needs of all subgroups including ELL's.

The schools leadership and the teachers will use an inquiry approach to improve teaching practices and adapt instruction to meet the needs of groups of students. The results of periodic assessment will be analyzed and data will be shared with the school community during team meetings to discuss strategies to support the ELL's. in addition, the implication of the data will be used to inform future professional development for the staff to address key findings of the needs of our ELL's population..

- 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:
- How do you make sure that a child's second language development is considered in instructional decisions?
Our SCEP will inform all teachers of the goals of the school including our ELL's. One of the goals is to increase the use of Translanguaging strategies and academic vocabulary to develop language proficiency for all students including our ELL's. Our instructional cabinet including our Peer Instructional Coaches will continue to promote the use of content objectives and linguistic objectives in all classrooms as modeled by our demonstration teachers. Supplemental materials will be purchased to implement an effective afterschool program and increase time on task to support our ELL's.
- 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
- Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our primary objective in evaluating the success of our program is to determine how quickly we are closing the achievement gap of our ELL population. We will review the data of Acuity Test and quartely school reports, attendance reports, student work and teachers anecdotal data. We will continue to make projections for our ELL's population to determine what is required to meet AYP for this subgroup.

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](#).)

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

At registration, parents of first-time admits are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual Instructional services, an informal oral interview in English and in the native language is given to the candidate by Ms. Kenia Soto, the English as a Second Language teacher. After the assessment, the ESL teacher will determine if the child is eligible to test with the LAB-R in order to determine English language proficiency. The (HLIS) is collected and filed in the main office. The LAB-R will be administered only once to a student to determine eligibility for Bilingual Education or ESL services. All LAB-R eligible new entrants that speak other language than English will be tested within the first ten days of initial enrollment.

Once the LAB-R is administered, it is hand-scored to determine the student's ELL entitlement status. If the results from the LAB-R indicate that the child should receive bilingual or ESL services Ms. Kenia Soto will send out an entitlement letter to the parents to inform them about the child's identification. If the student scores a proficient level on the LAB-R the student is not considered for ESL or Bilingual services. Then, the student is enrolled in a general education program. Ms. Kenia Soto, ESL teacher will send a non-entitlement letter to the parent informing them that the child is not entitled to receive Bilingual Instruction or ESL services. Both Entitlement Letters and non-entitlement letters are filed by Ms. Madeline Rodriguez, AP in room 337.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation provided by Mr. Jerry Hernandez, Parent Coordinator; that describes the various programs available for ELLs. At the orientation, parents sign an attendance log. Then they view a CD in their native language and all the programs placement options are presented and explained with clarity and objectivity. Once the parents have viewed the CD, they visit classrooms where the various program options are conducted. Finally, the parents that attend the workshop are issued the Parent Selection form. The parents fill out the Parent Selection form indicating the program they want their child in. Once the parents fill out the Program Selection form the Parent Coordinator collects the forms and returns them to Mrs. Aurora Melo, Pupil Accounting Secretary. She gives them to Ms. Kenia Soto, ESL Teachers, who reviews them and makes a decision on placing the student in the proper program, if available. Then, later she files the Parent Selection forms in room 337.

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 [\[see tool kit\]](#).)

Steps taken to ensure the return of the following forms: Entitlement Letters, and Program Selection forms are as follows; the parent coordinator makes phone calls to set up an appointment with the parent to view the CD; if the parent does not respond, home visits are made to reach out to the parent. Ms. Kenia Soto will send out an Entitlement Letter to the parents to inform them about their child's entitlement to the services. The distribution and the collection of the Entitlement Letters, Parent Survey and Program Selection forms are handled during the mandated parent orientation workshop during the first half of the school year. For any child that arrives after the parent orientation the same process is followed, the Parent Coordinator meets with the parent to show the CD, and Ms. Kenia Soto analyzes the LAB-R to determine entitlement. The child will be enrolled in the appropriate program within 10 days. Parent brochures are disseminated in their native language to ensure the complete understanding of each available program.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, IS 349 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and

ensure communication between the school and the home.

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 the LAB-R is administered to the students, it is hand scored to determine the students' ELL entitlement status. If the results from the LAB-R indicate that the child should receive bilingual or ESL services, Ms. Kenia Soto will send out an Entitlement Letter to the parents to inform them about their child's entitlement to the services.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered annually to all English Language Learners in Grades 6-8. The four language modalities are assessed: Speaking, Listening, Reading and Writing. The NYSESLAT is an untimed test. The time allotment indicated for each grade band should be adequate. Teachers may not score their own students' responses in the Speaking and Writing subtests. We administer the sub-tests in the following sequence: Session 1-Speaking, Session 2-Listening, Session 3-Reading, and Session 4-Writing. Administering the Tests-Prior to the start of each session of the NYSESLAT, the test administrators provide the following directions to students: Remove all books, notes, or other aids from their reach or sight during the test, read and /or listen to the questions carefully and follow instructions, make sure their names are written on all answer sheets being used, make sure their names are written on all Listening, Reading and Writing subtest booklets in the space provided. Students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions: the reading subtest may not be read to any student, for writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing or punctuation. The Speaking subtest is administered to each student individually and it is scored at the time of administration and may only be administered between the administration period, which is usually a month. The test administrators administer the Speaking session to students in locations separate from other students. The Listening, Reading, and Writing subtests of the NYSESLAT are administered to each ELL in groups. Students in Grades 6-8 mark their answers to multiple-choice questions on the separate machine -scannable answer sheets.
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 the Program Selection forms for the past few years it is evident that parents from I.S. 349 continue to request Transitional Bilingual Education and Freestanding ESL according to the parental choice selections. The program models offered at the school are aligned with the parent choice selection requested by the parents. In analyzing the program selection forms for the start of 2012, it is consistent that 18 parents selected the TBE program as their first choice and 2 parents selected ESL as their first choice out of 20. No parents selected Dual-Language as their first choice.

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])?

IS 349 implements a Transitional Bilingual Education (TBE) Program as well as a Freestanding English as a Second Language (ESL) Program. The organization models used at IS349 are Push-in which is co-teaching, pull-out and self-contained. Ms. Kenia Soto, certified ESL teacher along with Mrs. Carolina Mangual, and Mr. Shams Momin, will be using the push-in model to service the ESL population. These three teachers will be responsible for providing mandated services to students in ESL classrooms of grades 6th, 7th, and 8th. Mrs. Zoraida Rivera, who is certified in ESL, will provide ESL services to special education students in a self-contained classroom.

The program model is a block model with a heterogeneous grouping. Our TBE Program has a 6th/7th bridge class and a heterogeneous of 8th grade students who move as a block.

The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the (TBE) programs using their native language, Spanish.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Transitional Bilingual English Program

Our Transitional Bilingual English (TBE) program services students that are on 6th/ 7th bridge class and an 8th grade class. The goal of the TBE program is to attain English language proficiency within 3 years. Native language arts literacy, math and social studies are provided in the first language of the student and ESL is infused into the science content. The curriculum is standards based. All programs in the TBE classrooms are aligned to the city curriculum and the Common Core Standards of each content area.

Our TBE program has a wide range of students, both in terms of proficiency and academic background. It is important to note that about 40% of the students in our TBE program are identified SIFE status. An important part of our work is to reach all of our ELL students at their language proficiency in the L1 and L2 in NLA and ESL. At IS 349 academic instructional services are as important as are our enrichment classes, services are provided before, during and extended time. In addition, IS349 makes a concerted effort to address to social and emotional needs of our SIFE population. IS349 designs programs that helps this population to quickly become part of our school culture and helps them gain confidence as individuals and promotes them as learners in order to achieve their individual goals.

Instruction is delivered in two languages; Spanish and English. In the beginning stages of English language development, 60% of content area instructional time is in Spanish for beginner level students and 40% in English. As the students develop fluency in English, instructional time in English will also increase, as follows:

- 50% Native Language to 50% English for intermediate students
- 25% Native Language to 75% English for advance students

Students will develop their English skills through ESL services and ELA instruction, for advanced students while increasing the ratio towards second language proficiency until the student achieves proficiency and is placed in a monolingual English program.

The Bilingual core curriculum content area at IS 349 integrates the following instructional strategies:

- Use of both languages during students engagement in which students will use the language of their preference.
- Instructional material will be available in both languages
- Bilingual Picture Dictionaries, glossaries, text books, multimedia instructional material, manipulative materials
- Scaffolding tasks will be an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building,

Contextualization, Text Representation and Metacognition.

- Unit reviews at the end of each unit are provided in English to reinforce the academic language in the second language.
- Print rich environment in both languages: Interactive word walls, instructional charts, and visual aids are displayed throughout each classroom.
- Sheltered Instruction Observation Protocol (SIOP) Instructional Model is implemented in the Science content area targeting the seventh and eighth grade ELL population.
- Differentiated Instruction: In order to carry out this transitional language model, instruction is differentiated to ensure comprehension for all ELLs of all proficiency levels.
- Enrichment: For students working at or above grade level, more challenging material is made available, as well as a separate class in our Saturday Academy Program.
- Academic Intervention Services for SIFE students and others working below grade level, are provided in all areas.

The Workshop Model is the mode of instruction within our TBE program. We will be using the Translanguaging approach to implement our curriculum in both ESL and Content area instruction.

Language Arts in the Transitional Bilingual Education Program

In addition to the bilingual core curriculum content areas, there is a language arts instructional component. This component consists of instruction in Native Language Arts and English as a Second Language. Our ELLs receive:

- 180 minutes of NLA per week for students enrolled in the TBE program
- 360 minutes of ESL for Beginners and Intermediate ELLs
- 180 minutes of ESL for Advanced ELLs with 180 minutes of ELA.

Within the TBE program, explicit ESL is delivered via 360 minutes per week of stand-alone ESL classroom instruction. Students are grouped according to grade; therefore each class is composed of a heterogeneous population of beginning, intermediate, and advanced students. Class work focuses on reading and listening skills. Writing exercises are focused on specific grammatical features of a given reading assignment. Collaboration with other teachers in the bilingual department brings in appropriate academic language for each content area. Both formal and informal assessments measure student progress towards the goal of proficiency. To ensure ELL's are appropriately evaluated in their native language, students will be administered all assessments in their native language. Assessments will include all periodic assessments, Math State test and all in-house tests. Materials will be printed and used from the Acuity website in their native language to track progress. The ELE is also used to evaluate objectives relating to student progress in native Language Arts. The data will be collected and it will inform our planning for meeting the needs of the diverse ELL population.

Instructional Materials

Within the TBE program, all classes use Native Language both for textbooks and additional reading material. Included in this list are:

- NYC Core Curriculum for Mathematics, Science and Social Studies – materials are provided in both languages to students
- Encuentros for the Native Language Arts literacy classes are used across grades; which are complemented by multicultural classroom libraries
- Pearson Longman Shining Star Series (ESL) and the Success Maker Program is available in our afterschool program and in our Saturday Academy Program for ELL's.

Further texts are used for whole class instruction and independent reading—particularly in NLA and ESL

The use of manipulatives in the TBE program includes:

- In Science: microscopes, scales, thermometers, and meter sticks.
- In mathematics: blocks, calculators, geometric shape sets, meter sticks, are amongst the variety of tools to make material more comprehensible.
- In ESL: Standards based Multimedia materials (DVD's, Streaming Video, and PowerPoint Presentations)

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 76 students, from 6th to 8th grades. They range from beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

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)?

The school programmer programs all staff to the mandated number of instructional minutes as per the CR-Part 154 to all TBE classes. Instruction is delivered in two languages; Spanish and English. In the beginning stages of English language development, 60% of content area instructional time is in Spanish for beginner level students and 40% in English. As the students develop fluency in English, instructional time in English will also increase, as follows:

- 50% Native Language to 50% English for intermediate students
- 25% Native Language to 75% English for advance students

In the event that students are well below the perscribed model above teachers use current data to adapt their instruction in both languages.

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.

Our TBE Program parallels our general education program, the difference is that we adapt curriculum and instruction to address the needs of our students specially looking at the four modalities: Speaking, Listening, Reading and Writing. The TBE Program uses the workshop model to present content area to our students and to improve student achievement. There is an emphasis on vocabulary development in answering text-based questions in each content area. TBE Teachers organize their classroom in a variety of groupings. For example: the small group instruction based on available data. Teachers in TBE Programs frequently provide feedback to students in order to help them identify their strength and weaknesses and provide them with next steps for improvement. Teachers often use exit slips to further asses students understanding and to adapt upcoming lessons.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are programmed for the 5 periods of NLA. Teachers use formal and informal assessments to evaluate student progress towards the goal of proficiency. Teachers provide feedback and students use rubrics to determine when there is a gap in achievement or learning. On a quarterly basis teachers evaluate student progress and they meet with their parents to discuss possible interventions as a remedy to improve student achievement. They participate in all schoolwide testing program and to ensure that ELL's are appropriately evaluated in their native language, students will be administered all assessments in their native language. Assessments include all periodic assessments such as Math State Test, and all in-house tests. materials will be printed and used from the Acuity website in their native language to track progress. The ELE is also used to evaluate objectives relating to student progress in the native language arts. The data is collected and it's used to plan for meeting the needs of the diverse ELL population.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher periodically assess the four modalities of language acquisition during the year. Some of the work is reflected in informal and formal assessments. We provide more time in task in the afterschool program in order to address the achievement gaps of EL students. In addition, teachers provide students and parents a quarterly report regarding individual student progress. Twice per quarter and if need be teachers meet with parents to address gaps in learning and align home connections to school goals.

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 Newcomers

Newcomers constitute a large portion of our classes in the TBE program at IS349. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- Provide additional support in listening skills, including the use of technology in the classroom and listening centers.
- Buddy system identifying a similar student in his/her class that will assist during the day.
- Encourage student to participate in the Extended Morning Program, After School activities and Saturday Academy Program to

target specific modalities and to help students on all levels to familiarize students with format of the NYSESLAT.

- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Home school communication.

Plan for SIFE

The SIFE population has increased during the last two years and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Develop an individualized student needs assessment to identify strengths and weaknesses.
- Grade appropriate instructional support materials.
- Differentiation of instruction in all areas.
- Academic Intervention Services for SIFE students focusing on Literacy and Math componenet during the school day as well as extended hours.

Plan for Long Term ELLs

Long terms ELLs are the largest number of Ells across the grades and are evenly placed in both bilingual programs (TBE and ESL). An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Encourage students to participate in the Extended Morning Program, After School activities and Saturday Academy Program to target specific modalities and to help students on all levels to familiarize students with format of the NYSESLAT.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Ensure the use of the program Success Maker to meet students' needs at their level of performance in reading and mathematics.

Plan for Special Needs Students

We have ELL's in two self-contained special education classes. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- Our Saturday Academy Program will provide AIS services to our SWD..

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?

Licensed teachers in self-contained special education classes and other special education staff members will collaborate with content area teachers to deliver instruction in accordance to the goals of individual students IEP's. These professionals major strategy will be differentiated instruction and effective scaffolding in order to support SWD.They will follow the content curriculum as designed by the school, however, the expectations are that they will adapt lessons to meet the needs of individual students and small groups.

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?

The school is programmed to meet the individual needs of the students. Students have the flexibility based on their IEP and their needs to be mainstreamed in mathematics or ELA. Also, Advanced ELL's can mainstream to an ELA class.

Courses Taught in Languages Other than English 

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

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

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

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

Math:				
Science:				

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

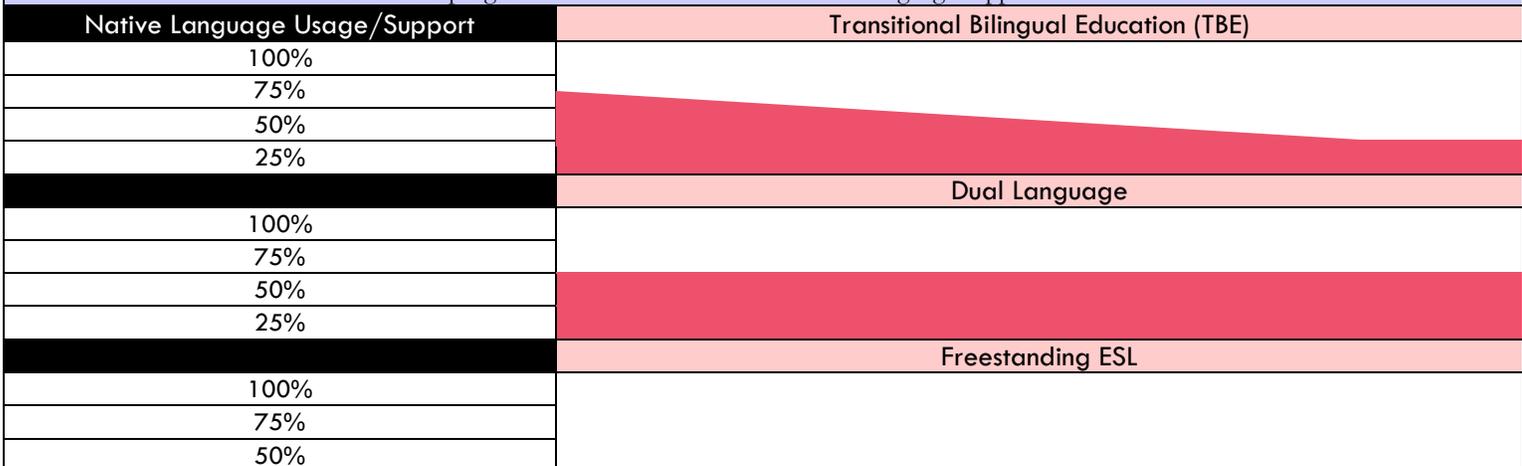
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.
- The target intervention programs for ELL's in both ELA, Math and other content areas are as follows:
- *In ELA and Math the intervention programs available are Success Maker, and Test Ready which is accessible to all students.
 - *Saturday Academy Program offer both remediation and enrichment in Science, Mathematics, ELA, and ESL. The attendance rates are over 90% for this outreach program.
 - *Extended Morning- 37 1/2 minute instructional program will target the at-risk population with skill based instruction on literacy and mathematics. Teachers will work with specific small groups within a self-contained class.
 - *Afterschool Programs: ELL Academy on Monday and Wednesday, Literacy Academy on Tuesday and Thursday, and the Math Academy on Saturday.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ELL's are lagging far behind former ELL's in terms of achieving levels 3 and 4. 80% of our ELL's achieve level 1. However, it must be noted that most of our ELL's with level 1 have made progress within the level 1 band.
11. What new programs or improvements will be considered for the upcoming school year?
- We strategically have created specific afterschool programs to meet the multiple needs of our ELL's. We are no longer competing to provide services on a particular day for our ELL's that have multiple needs. Based on needs the ELL's can attend all programs during the week in order to close the achievement gap.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs are accessible to all students in the building. This year we will be using Success Maker. All ELL's have been encouraged to join a program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Test Ready, Success Maker, Computers in the classroom, New York Practice materials for ELL's in each grade, Finish Line for ELL's, New York ELL's, and Practice English different levels for ELL's.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language is programmed 5 periods a week for each TBE class. ESL services are provided 8 period a week in the event that a student is advanced we provide 4 periods of ELA. They still use workshop model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- IS349 ensures that all services and resources correspond to the ELL's age and grade level.
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.
- IS 349 provides an orientation at the beginning of the school year and at the end of the year to all newly enrolled students including ELLs. During the orientation parents and students are allowed to have access to the school building as a walkthrough to see classrooms during instruction and meet with the teachers to discuss any questions parents might have. In addition, our school conducts a summer transitional program for two weeks in the summer to support students who are coming into sixth grade. During the summer we encourage our ELL's to participate in the Title III Program.
18. What language electives are offered to ELLs?
- The language electives offered at IS349 is Foreign Language in Spanish.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Professional Learning Opportunities at IS349 is provided by school staff, support personnel, and outside services.

- School Staff: Within the schools Professional Learning Program, the focus is on, the literacy needs of our ELL population and how to better equip the entire school community to support the ELLs in literacy and academic skills. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers how to use Technology to amplify students' learning experiences and resources making instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our TBE and ESL staff have included, scaffolding in the content areas, Native Language Literacy Development, Differentiation in the ESL classroom, and ESL in the Mathematics classroom and SIOP Model to make content more comprehensive.
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers and facilitate high quality instruction for ELLs such as: Sheltered Instruction Observation Protocol (SIOP) Institute, and Quality Teaching Workshop series, which our ELA, ESL, and Bilingual Social Studies teachers have attended together over the last years, Social Studies and Technology workshop, Wilson Program for Special Education teachers. We are also committed to participate in the professional learning opportunities that the OELL offers during the year, such as Literacy and Writing Institutes, ELL Leadership Institute, Spanish and English Academic Language and Literacy Diagnostic (ALLD) and ELL writing Institute.

Mrs. Brigitte Aponte, Guidance Counselor at IS349 provides ongoing professional development of the policies and steps regarding the transition of students from Middle School to High School to the staff. The staff will be utilized to support students in answering questions of transitioning. Mrs. Aponte will visit classrooms to have an orientation on how to fill out High School forms and makes herself available to students and parents for further assistance.

In order to fulfill the 7.5 hours of ELL training for the staff, our network support will provide all teachers with ESL training on different methods and strategies to support the ELL population. In addition the school will provide Professional Development as well to all staff members. All agendas and attendance sheets will be kept in the school. aste response to questions here:

D. Parental Involvement

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

1. PAs part of our holistic commitment to the education of our students, we strive to develop a close partnership with parents and community members. We encourage this involvement as a way to broaden our children's educational experience and strengthen parental support and participation in all areas of our school. With this objective in mind, we have developed the following goals for parental involvement the following activities will include:

- To provide an orientation and guidance for parents of newly enrolled ELL students as to their program choices, school rules and expectations, and their rights under the law.
- PTA meetings, orientation nights, parent teacher conferences, workshops, and letters in both languages sent home.
- To get parents involved at the monthly School Leadership Team meetings, where they can have a means of becoming a part of the decision making process of the school.
- To provide workshops for parents on a regular basis on monitoring and assisting their children at home. Monthly calendars are sent home in both languages informing parents of upcoming events and activities they can attend.
- Parents will be invited to the Saturday Parent Academy in which parents and other family members can receive literacy classes in English (ESL) and Spanish, as well as training on computers.

These efforts will be carried out jointly between the School Administration, Parental Coordinator and the Bilingual Faculty.

2. IS349 is affiliated with the following agencies and or CBO's which provide services and workshops to our ELL population:
 - Ridgewood Bushwick Center (GPS), this program provides in school and after school services for students and parents in support with attendance issues and behavior. They also service families that live in Temporary Housing.
 - NY Psychotherapy and Counseling Center, the Guidance Counselor refers families to this center for ongoing guidance and counseling. Counseling is available for both family and student.
 - Bushwick Parent Coalition, this organization provides information to all families of resources available in the community to assist with any difficulties they maybe having.

3. The needs of the parents are evaluated through a Parent Questionnaire form that is issued at the beginning of the year at a PTA Meeting. The Parent Questionnaires are analyzed by the PTA members, Parent Coordinator and the Assistant Principal to assess the needs of the parent. The parent workshops are then planned according to the needs assessment of the parents. A schedule is created for topics needed to be covered at parent workshops.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: IS349

School DBN: 32K349

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roy Parris	Principal		10/15/13
Madeline Rodriguez	Assistant Principal		10/15/13
Jerry Hernandez	Parent Coordinator		10/15/13
Kenia Soto	ESL Teacher		10/15/13
Martha Medina	Parent		10/15/13
Victor Portes	Teacher/Subject Area		10/15/13
Luis Ortiz	Teacher/Subject Area		10/15/13
Cynthia Balzaretti	Coach		10/15/13
Jawond Brown	Coach		10/15/13
Brigitte Aponte	Guidance Counselor		10/15/13
Daisy Concepcion	Network Leader		10/15/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K349 School Name: Math, Science and Technology

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

Our data shows that during the jumpstart orientation in September 90% of the parents of the incoming students spoke spanish. Our written translation needs assessment was conducted in consultation with the principal and PTA president, both of whom expressed anticipated needs for this school year. The fact is that many of our most active parents are those that have the fewest skills in English, and thus access to school information. Given the population of our school 89% hispanic students, and 11% african american, we have an urgent need to make critical information accessible and available to all parents, such as the Quality Review Report, Title I and all DOE initiatives that need to be presented to the parents.

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.

Other anticipated needs include letters to parents regarding upcoming exams notices, IEP's, High School Applications, as well as the translation of occasional individualized letters from specific teachers to parent(s).

Our assessment for oral interpretation included consultation with the principal and PTA president, in addition to discussions with teachers and school staff. The demographics makeup of our community is overwhelmingly Latino, with a high percentage of new immigrants. However, the demographics makeup of our staff is different from the community. This necessitates the use of Spanish/English interpretation on a daily basis.

Over the course of the last year, several staff members have requested a regularly available staff member to aid communication with parents. At the same time, due to the high level of involvement from parents of students in the bilingual department, there is a need for readily accessible interpretation in parent-centered school functions.

Our most pressing need in this area is for a dependable interpreter available in the office on a daily basis. This will be both for the needs of parents coming into the office for a variety of reasons, as well as daily parent-teacher conferences. This interpreter will also be available for the needs of teachers who need to contact parents via telephone.

Other regularly anticipated needs include the need for interpretation services at all PTA meetings, as well as parent workshops held in conjunction with our Saturday Academy.

Part B: Strategies and Activities

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

Our school personnel will translate school notices and information to the community in the languages represented by the school community. We also will provide copies of all documents available from the DOE concerning to school, community and student matters..

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.

Our school staff will provide oral presentations during the parent-teacher conferences and meetings, parent association meetings, EPC/IEP meetings and other circumstances where individuals (Parents, Guardians) need translation services. Any individual in need of translation or interpretation in the school will be provided with the necessary services to accommodate their needs. Our intake staff such as Guidance Counselor, Social Worker, two Secretaries, Assistant Principal, Principal, Attendance Family Worker, and SBST are bilingual/spanish and they all have the capacity to deliver translation services to the parents.

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>.

I.S. 349 will maintain a record of all written documents that are distributed to the parents and guardians to ensure that all Limited English Speaking parents are provided with meaningful opportunity to participate in and have access to all programs and services. All parents have access to the computer lab for additional access to the translation needs.



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. 349 Math, Science & Tech.	DBN: 32K349
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 90
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: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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: I.S. 349's Title III Program for English Language Learners will provide students with supplemental instruction during after school program NETA and CAAP Program. These programs will target ELLs who scored at the beginning, intermediate and advanced levels on the NYSESLAT on the Spring 2014 exam. ELLs scoring at the the lowest third on the State ELA and/or Math Assessments Spring 2014. The program will service students in grades 6, 7 & 8.

NETA-Newcomers Empowered to Advance Program-consists of a program to develop and enhance students' language development, focusing in each language modality (Listening, Speaking, Writing and Reading) Two bilingual certified licensed teachers will provide supplemental instruction to them during the months of November thru May. The sessions will be scheduled on Wednesday and Thursdays from 2:30 pm to 5:00 pm; and Saturdays during Saturday Academy from 8:30 am to 12:00 pm.

Instructional materials will be purchased for this program to support the needs of our ELL students, which will target language development and accelerate students' academic achievement through scaffolding, and tailoring instruction. The programs purchased will have a wide range of strategies to acquire academic language and will include a phonics component.

CAAP-Content Academic Acceleration Program-CAAP consists of a program that develops and enhances students' performance on academic content areas, such as Mathematics, Science and Social Studies. A total of two bilingual certified licensed teachers will provide supplemental instruction to ELLs in the Transitional Bilingual Education and Freestanding ESL. The sessions will be scheduled on Saturdays, starting in November thru May from 8:30 am to 12:00 pm 2014 through 2016. The classes will consists of one Science, one Math, and two ELA/ESL. In addition, we will facilitate the newcomers' preparation for the NYSESLAT. The language of instruction is Spanish/English integrating translanguaging strategies.

Part C: Professional Development

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: IS 349 is committed to provide school based professional development in collaboration with network support, and CUNY support to build the capacity of the school, to improve all academic areas of the target population. During these professional development sessions teachers will learn how to implement scaffolding strategies into their teaching. As part of our work at IS 349, teachers of ELL students participated in the NYSEIB Translanguaging Professional Development where they learned to integrate instructional tasks to support language development. The goal for year two partnership with NYSEIB is to develop the capacity of ESL Teachers and content areas teachers to integrate instructional tasks to support language development. This year the teachers of monolingual classes will integrate these strategies mentioned above. NYSEIB staff which includes Dr. Maite Sanchez, Project Director, CUNY Brian A Collins, PHD Assistant Professor and content area teachers are co-planning and co-teaching lessons that will impact on student development in content and support language development. Ms. Soto, ESL teacher and Mr. Portes, NLA teacher, and Ms. Marquez ELA teacher will provide professional development on the translanguaging strategies learned to the general/content classrooms and Title III teachers. The bilingual team will work with general/content teachers to refine instructional tasks and embed language objectives in the lesson to amplify the academic and linguistic learning of ELL's and former ELL's. Professional Development Topics include: Scoring the NYSESLAT, Teaching Language Through Content Instruction for ELLs, Developing Academic Literacy for ELLs, Integrating Scaffolding Strategies in the Daily Lessons, Integrating Tasks that Support Language Development, and Planning Effective Lessons for ELLs aligned to the CCLS. The professional development sessions will take place every first Monday of the month.

In addition, a common prep time has been set aside every Thursday until June from 9:40 a.m. to 10:25 a.m. in which the Title III ESL teachers will work collaboratively with the ELA teachers to develop lesson plans and revise units of study to improve the achievement of our ELL's. During this time ELA/ESL teachers will continue to analyze the data and make unit modifications to improve instruction and increase the achievement of our ELL's.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: IS 349 will work extensively with parents of ELL's who need to learn English. Parents will be provided ESL classes, technology and Math classes in the Saturday Academy so they may support their children at home. Starting in November thru May from 9:00 a.m. to 12:00 p.m. The Parent Coordinator will direct parents of ELL's to the different citywide resources that will embrace their needs. Parents of ELL's will be invited to different workshops to support them in social and educational concerns, such as Immigration, Native Language Literacy skills, Computer Skills and NYC School initiatives, ARIS Parent Link, Analyzing Progress Reports, Understanding the CCLS, and including assistance in the completion of the High School application process. IS 349 provides an additional orientation for parents of new comers from September thru May regarding all school related programs and activities. We will provide parents with strategies on how to support their children in all academic areas, social and emotional concerns.

We will increase the engagement for our parents of ELL's by partnership with Teatro SEA. Parents and students will attend "El Teatro" on Saturdays for cultural enrichment activities. In addition, our CASA partnership will engage parents and students at the school level with enrichment activities such as plays and fine arts projects that are culturally relevant to their needs. Ms. Carmen Hope, Parent Coordinator will provide these workshops. Translation and interpretation services will be provided at each of these workshops.

In addition, guest speakers are invited to present on topics such as: Parenting Skills, Health and Immigration. These sessions are provided twice a month.

Parents are notified in English and the native language of these activities through monthly calendars, newsletters, flyers and e-mail.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____