



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	09X339
School Name:	IS 339
Principal:	MS. KIM OUTERBRIDGE

School Comprehensive Educational Plan (SCEP) Outline

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Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: IS 339 School Number (DBN): 09X339
School Level: Middle School Grades Served: 6-8
School Address: 1600 Webster Avenue, Bronx, NY 10457
Phone Number: (718) 583-6767 Fax: (718) 583-0281
School Contact Person: Ms. Kim Outerbridge Email Address: kouterb@schools.nyc.gov
Principal: Ms. Kim Outerbridge
UFT Chapter Leader: Mr. David Mello
Parents' Association President: Ms. Rosario Pedraza
SLT Chairperson: Mr. Jose Betancourt
Student Representative(s): N/A

District Information

District: 09 Superintendent: Ms. Leticia Rodriguez Rosario
Superintendent's Office Address: 650 Saint Paul's Place, Bronx, NY 10456
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: (718) 681-6227 Fax: (718) 410-7017

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Mr. Christopher Groll
Network Number: 109 Network Leader: Ms. Maria Quail

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:

- 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*.
- 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.**
- 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)
Ms. Kim Outerbridge	*Principal or Designee	
Mr. David Mello	*UFT Chapter Leader or Designee	
Ms. Rosario Pedraza	*PA/PTA President or Designated Co-President	
Mr. Jemel Martin	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mr. Jose Betancourt	Member/ Teacher	
Ms. Samantha Solimo	Member/ Teacher	
Ms. Wendy Trantham	Member/ Parent	
Mr. Franklin Carmona	Member/ Parent	
Ms. Erica Harrichan	Member/ Parent	
Mr. Ambiorix Polanco	Member/ Parent	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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:

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

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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:

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

***Our mission** is to cultivate and develop the entire school community so that all students are college-and-or career ready. With foci on all populations of children, teachers will engage collaboratively to ensure accelerated student learning through reflective practice and professional learning experiences. A guiding philosophy of all adults in the school community is that every student deserves an effective teacher, and we work tirelessly to seek out opportunities that will advance this belief.*

In order to accomplish our school's missions, we, as a school community, have established a variety of systems, initiatives, and practices. Some of these include:

Academic/Curriculum:

- English Language Arts: Expeditionary Learning, Teacher's College Writing Workshops
- Math: Engage New York Modules and Connected Math Project III
- Social Studies: New York City Social Studies Scope and Sequence, Core Curriculum, History Alive
- Science: New York State Coach, FOSS
- Art: Art Curriculum
- Health: Common Core Aligned Health Curriculum
- Physical Education: Fitness Gram Assessment
- Native Language: Common Core Aligned Curriculum in Native language
- Spanish:
- English as a Second Language: Rosetta Stone, Scholastic's System 44, Milestones
- Small class size
- Cross Curricular Team Meetings
- Grade Content Meetings
- Collaboration with Columbia's Teacher's College: Writer's Workshop
- Collaborative Inquiry Team
- Learning Walks to reflect upon and improve school practices and increase rigor
- Multiple Entry Points included within all lessons
- Curriculum Aligned to the Common Core Learning Standards
- Socratic Seminars
- Learning Celebration
- Administering of surveys to teachers to assess needs
- Saturday and Recess Academy
- Specialized High School Examination Classes
- Performing Art High School Preparations

Social/Emotional:

- Respect for All Team
- Father's Forum
- Honor Roll and Perfect Attendance incentive assemblies

- Honor Roll and Perfect Attendance field trips
- Attendance team which outreaches to students with attendance issues
- Embracing Multiculturalism
- Harvest Feast with students and community
- Family Day
- Spirit Days
- Talent Show
- Guidance Counselors attending a series of six workshops
- Partnership with Astor
- Partnership with Oasis

Parental Involvement

- Harvest Feast with students and communities
- Monthly Celebrations in order to collaborate with parents and communities
- Family Day
- Father's Forum
- Monthly Workshops for Parents
- Saturday Academy for Parents
- GED and ESL Program for Parents

School strengths, accomplishments, and challenges.

Reflecting upon our school's 13-14 SCEP administrative teams, school leaders utilized SLT and cabinet meetings to improve communication throughout the school. The principal has implemented a variety of structures in order to cultivate a highly supportive and inclusive culture that positively and significantly impacts the academic and personal development of its staff and students. Evidence of these impacts are reflected in our School's Quality Review. The school strategically uses resources, which align to the school's goals, resulting in meaningful student work products. Across classrooms, teachers align assessments to curricula and the "Danielson's Framework for Teaching" in order to make effective instructional adjustments that support student achievement. School leaders support teacher development through frequent cycles of classroom observation that promote reflection and growth based on this framework. Our professional development opportunities support teachers so that they can effectively meet their goals and become reflective practitioners when assessing student learning and best practices.

- ❖ Effectively communicate a clear vision for improving students' achievement.
- ❖ Develop a collaborative inquiry team that is able to support all staff in the delivery of a high quality curriculum with essential support for all subgroups within the school.
- ❖ Provide opportunities to all learners, with a specific focus for ELL's and students with disabilities in order to meet CCLS and student's needs through differentiation.

The barriers and challenges encountered while implementing our school's 13-14 SCEP were seen when promoting and maintaining consistent practices amongst our school and community. Also, providing financial resources for instructional programs and extracurricular programs were a challenge.

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

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.

09X339 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	554	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	16	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	42	# SETSS	49	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.7%	% Attendance Rate		90.1%	
% Free Lunch	94.4%	% Reduced Lunch		1.0%	
% Limited English Proficient	29.4%	% Students with Disabilities		26.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		31.4%	
% Hispanic or Latino	67.0%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	0.8%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.62	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.6%	Mathematics Performance at levels 3 & 4		6.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		42.9%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		71.4%	
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			
Priority School	X				
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
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				

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School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	554	SIG Recipient	No
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# Special Classes	42	# SETSS	49	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.7%	% Attendance Rate			90.1%
% Free Lunch	94.4%	% Reduced Lunch			1.0%
% Limited English Proficient	29.4%	% Students with Disabilities			26.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			31.4%
% Hispanic or Latino	67.0%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			4.62
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.6%	Mathematics Performance at levels 3 & 4			6.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			42.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			71.4%
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			
Priority School	X				

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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	YES		

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		

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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			
Priority School	X				
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
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.	D
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.	D
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.	D

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 schools D rating is based on the SED Integrated Intervention Team, December 2013, which points to a more effective use of data to develop and implement the CCLS and an interdisciplinary curriculum. At this school, we have implemented a professional development calendar which has been followed for the past three years and we are continuing to build this capacity. In addition, we have a system in place which allows educators to meet every other day to plan curriculum, reflect on data, create tiered tasks and address student needs. The Principal and Assistant Principals offer support to these meetings in order to ensure the school-wide expectations are followed through and the next steps are facilitated. Here, at IS339, we use a structure of systems, baselines, and Measure of Student Learning (MOSL) assessments in order to drive instruction and create multiple entry points. Furthermore, we have collaborative inquiry teams which focus on student and teacher collaborations. We currently have set curriculums in our English Language Arts and Mathematics classrooms which are aligned to the common core.

Although we have many of these systems established, we are still making strides to improve our systems by ensuring they are implemented in all subject areas, school wide, by all educators.

Moving forward, we are improving our plan to include arts and technology related assignments within all curriculum areas.

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, 100% of ELA, Math, Social Studies and Science classes will provide opportunities for students to experiences Common Core Aligned units of study with embedded instructional tasks that promote critical thinking skills as evidenced by classroom observations and teacher/team evaluation. Curriculum units will contain multiple entry points ensuring access for all learners, with specific focus for ELLs and SWDs.

By June 2015, there will be an increase in growth percentile, as measured by the New York State Department of Education, of 10% in English Language Arts and 10% in Mathematics. We will also decrease the amount of students scoring at level 1 in English Language Arts and Mathematics by 10%.

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: <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● 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). ● Strategies to increase parent involvement and engagement ● 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>
1. Principal and assistant principals will facilitate professional development activities on interpreting the data and utilizing the information to curriculum development with strong emphasis on the Common Core Learning Standards aligned to the New York State Performance indicators will guide and shape " what will be taught" in grades 6-8. Network professional development will be at school site.	Teachers	Weekly September 2014 to June 2015	Principal and assistant principals
2. All teachers meet with other content area teachers at least twice a week. In this way, teachers build capacity and write curriculum maps displaying "depth verse breath" within each unit. - Collaborative Inquiry teams will use the analysis students work protocol to gather information about students learning and make revision and decisions on instructional objectives. Academic goals, skills to be taught and best practices.	Teachers	Weekly September 2014 to June 2015	Principal, assistant principal, content facilitators and teachers
3. Parents' workshops that are ongoing to support family engagement and inform parents and families of the CCLS, school wide expectations, and community related concerns.	Parents	Monthly, September 2014 to June 2015	Principal, assistant principal, and parent coordinator
4. Within our school community, we have worked to include various activities which promote the growth of the relationships between this school and our community. Some	Student, Teachers and Parents	Weekly September 2014 to June 2015	Principal, assistant principals teachers and Parent coordinator

of these activities include: Intervisitation, Learning Walks, Curriculum Nights, Parent workshops, Saturday and Holiday Academies, Talent Show, Family Day, Father’s Forum, Celebratory Events			
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Part 4 – Resources Needed

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

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

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	X	Title III	X	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.

1. Completed data analysis for each student, an observation of implementation of monthly professional development topics. To track progress, we will utilize Baseline, Mid-year, and Endline assessments in all content areas.
2. Completed units plans and tasks in ELA, Math, Social Studies and Science which aligned with the CCLS
3. Minutes of weekly co-planning meetings
4. Minutes of monthly meetings and action plans

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

❖ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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❖ 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 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.	D
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.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

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 schools D rating is based on the SED Integrated Intervention Team, December 2013, addressing the need for a comprehensive and integrated system in meeting the social, emotional and academic needs of all students. Currently, we have a system in place in which we are able to meet weekly to contact parents and address concerns and positive aspects our student’s educational experience. Additionally, we have an in-house clinic, ASTOR, which works to promote mental health amongst our student population. We have a Respect for All (RFA) Team which continues to coordinate assemblies to promote positive interactions amongst students with an emphasis on self-respect, confidence, and how to appropriately deal with bullying situations.

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, 100% of our students will be supported and engaged in activities that address social and emotional needs. This will be measured by a 10% decrease in student incidents as reported in OORS and a 2% increase in student attendance, as well as performance and outcomes on the 2015 NYS ELA and Math assessments. By June 2015, there will be an increase in growth percentile, as measured by the New York State Department of Education, of 10% in English Language Arts and 10% in Mathematics. We will also decrease the amount of students scoring at level 1 in English Language Arts and Mathematics by 10%. All indicators on the School Quality Review will show proficiency or better as measure by the scores noted in the guidelines set by the New York State/New York City Department of Education.

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: <ul style="list-style-type: none"> ❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ❖ 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). ❖ Strategies to increase parent involvement and engagement ❖ 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>
1. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health	Teacher, Guidance counselors,	September 2014 to June 2015	Principal, assistant principals, network supervisory staff, guidance counselor, dean, parent coordinator, teachers, and school aides
2. Finding, organizing and disseminating all sources of data in order to create goals and actions plans to address students’ needs	Teachers and Guidance counselors, deans	September 2014 to June 2015	Principal, assistant principals, network supervisory staff, guidance counselor, dean, parent coordinator, teachers, and school aides
3. Effective use of the Respect For ALL Team to facilitate assemblies and parents workshops	Students and parents	September 2014 to June 2015	Principal, assistant principals, network supervisory staff, guidance counselor, dean, parent coordinator, teachers, and school aides
4. Effective use of the Respect For ALL Team to facilitate assemblies, classroom visits, field trips, Holiday Feast, Father Forum and Family Day, Learning Walk	All stakeholders	September 2014 to June 2015	Principal, assistant principals, network supervisory staff, guidance counselor, dean, parent coordinator, teachers, and school aides

Part 4 – Resources Needed

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

1. Principal, assistant principals, network supervisory staff, guidance counselor, parent coordinator, teachers, and school aides.
2. Scheduled team meetings of school administrators and all school stakeholders
3. Scheduled team meetings of school administrators, guidance counselor , teachers, network supervisory staff, and Respect for ALL Team
4. SLT meetings

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	X	Title III	X	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.

1. Monitor all the reports and sources of information that provide evidence of improvement (ATS, Survey, Teacher Logs and Guidance Counselor feedback, OORS, assessments), specifically attendance and report card results.
2. Teachers and administrators meet in order to create intervention and action plans for students at- risk
6. Effective school wide assemblies calendar for school year with a reflection or survey
4. Weekly meeting minutes or log of Respect for All that address attendance concerns

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

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

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

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

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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

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

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

The schools D rating is based on the SED Integrated Intervention Team, December 2013, highlighting the need for effective teacher practices for improved student performance, including sub-groups. We use formative and summative data in order to inform our curriculums. Additionally, have seamless and cohesive lessons that transcend across the classrooms. We use Socratic Seminar to enhance the student's thinking processes, as well as higher level questioning. We are moving forward with including multiple entry points within all lessons to target our various students' needs. The students are thoughtfully tiered into groups so that they can receive instruction that is specific to their learnings needs. We are going to continue with the implementation of the professional development plan in order expand and prompt teacher best practices school wide. We are continuing to develop the collaborative inquiry process in order to focus on our student's needs and create tasks that are geared towards their learning.

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, 90% (51) of all teachers (57) at IS 339 will show growth in HEDI rating of the Charlotte Danielson rubric. All teachers will demonstrate progress towards the instructional shifts and Danielson Framework for Teaching that aligns curriculum while engaging and meeting the needs of all learners.

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"> 2. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 3. 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). 4. Strategies to increase parent involvement and engagement 5. 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>
<p>1. Daily informal and informal observations are done in pairs (informal observations) and individually on an ongoing basis. Classroom Observations</p> <ul style="list-style-type: none"> ● Full-period formal ● Partial-period informal ● Full-period informal <p>- Actionable feedback is given to teachers along with an improvement plan that includes actionables expectations. Follow-up informal observations occur within two weeks. Teacher Feedback</p> <ol style="list-style-type: none"> a. Written b. Oral (via teacher meetings) c. Areas of strength / quality elements d. Areas for growth / needs e. Specific, targeted next steps 	Teachers	September 2014 to June 2015	Principal and assistant principals
<p>Principal, assistant principals and IEP teacher will work directly with grade and subject area teams to ensure the units of study are in alignment with Common Core Learning Standards</p> <p>- <i>Principal, assistant principals, network supervisory staff, and teachers will facilitate PD activities for all teachers including ELLs and SWDs teachers.</i></p> <p><i>Aligned Professional Development</i></p> <ol style="list-style-type: none"> I. <i>For Teachers</i> <ol style="list-style-type: none"> A. <i>Rubric Domains</i> <ul style="list-style-type: none"> -<i>Planning and Preparation</i> -<i>The Classroom Environment</i> -<i>Instruction</i> -<i>Professional Responsibilities</i> B. <i>Targeted professional sessions based on individual and group needs and trends</i> C. <i>Rubric norming</i> II. <i>For supervisors</i> <ul style="list-style-type: none"> -<i>Rubric norming</i> -<i>Cultivating and delivering effective feedback;; targeting next</i> 	Teachers	September 2014 to June 2015	Principal and assistant principals

<p>steps -Data analysis</p> <ul style="list-style-type: none"> ● Data, Monitoring, and Revision <ul style="list-style-type: none"> 1. Program effectiveness 2. Data analysis- <ul style="list-style-type: none"> a. Limited English Proficient Learners-will be tracked using NYSESLAT, ARIS, NYS ELA/MATH Assessments, Acuity and teacher formal and informal assessments. b. Students With Disabilities- will be tracked using student portfolios, IEP's and NYS ELA/MATH Assessments. <ul style="list-style-type: none"> i. Tracking growth over time ii. Identifying growth areas iii. Targeting professional learning iv. Analyzing impact on student achievement 			
3. Parents' workshops that are ongoing to support family engagement and inform parents and families of the CCLS, school wide expectations, and community related concerns.	Parents	September 2014 to June 2015	Principal, assistant principals, teachers and parent coordinator
4. Professional developments/ Workshops that are ongoing to support teachers, inform parents and families of the CCLS, school wide expectations, and community related concerns.	Teachers, parents	September 2014 to June 2015	Principal, assistant principals, teachers, network supervisory staff and parent coordinator

Part 4 – Resources Needed

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

1. Scheduled meetings, conferences and classroom visits during the school day for share best practices
2. Scheduled meetings, conferences and classroom visits during the school day for share best practices
3. Scheduled time during the school day and after school for common planning
4. Scheduled time during the school day and after school for PDs activities

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	X	Title III	X	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.

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.

1. Improvement in teaching practices as per administrator observation
2. Improved performance in teaching techniques as evidenced by informal and formal observations, as measured by the mid-year and end-year teacher review.

3. Units of study that show evidence of alignment with CCLS			
4. Completion of Professional development activities(High attendance of teachers)			
Part 6b. Complete in February 2015.			
3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
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.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

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

- An area of **strength** here at IS339 is that our leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP. The school leaders implement structures that include the Annual Professional Performance Review for teachers and Assistant Principal practices. The school leader attends meetings with the school council and school committees, including the School Leadership Team (SLT) and Parent Association (PA). Additionally, our school leaders organize and administer professional development based on student and teacher’s needs.
- In order to **improve** we will continue to develop an effective communication plan to educate all stakeholders about the school’s focused vision and precise improvement goals, including a plan for all stakeholders to participate in the assessment of progress made towards the goals. Furthermore, we will work on developing an overarching system to guide the targeted provision of expanded supports and programs in the school, including high quality PD to maximize staff capacity to meet all areas of student academic and social-emotional needs.

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.

Our mission is to cultivate and develop the entire school community so that all students are college-and-or career ready, with focus on all populations of children. Administrators and teachers will engage collaboratively to ensure accelerated student learning through reflective practice and professional learning experiences, utilizing such modalities as project based learning, accountable talk, and looking at students work product as well as using multiple entry points. Students will be more involved in their own practices.

By June 2015, there will be an increase in growth percentile, as measured by the New York State Department of Education, of 10% in English Language Arts and 10% in Mathematics. We will also decrease the amount of students scoring at level 1 in English Language Arts and Mathematics by 10%.

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"> 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>
<ol style="list-style-type: none"> 1. Documented formal and Informal observations and inter class-visitations that include actionable feedback to teachers with emphasis on the 8 areas of the 4 domains of the C. Danielson Rubric (PPR APG). <p>-The school leadership will work very hard during the school day, after school and during the summer to align Danielson framework with the curriculum units and tasks to the CCLS in all content areas</p>	Teachers	September 2014 to June 2015	Principal and assistant principals
<ol style="list-style-type: none"> 2. Teacher Team meetings to support teacher effectiveness and our response to data (assessment results and student work) as a school wide initiative (PD, DB). 2.2, 4.2 <ul style="list-style-type: none"> - Collaborative Inquiry meetings – to improve teacher practices and meet the needs of all students. 1.2, 2.2, 4.2 - Content Team teacher team meetings – to support teacher understanding of the city wide instructional shifts and the CCLS (Reading, Writing, Speaking/Listening, and Language) in both the written unit/daily plan and in pedagogy (TG). 1.1, 2.2, 4.2 	Teachers	Participate in at least of two meetings weekly -Completion of three collaborative inquiry cycles, September 2014 to June 2015	Principal and assistant principals
<ol style="list-style-type: none"> 3. Parents' workshops that are going to support family engagement and inform parents and families of the CCLS, School wide expectations, and community related concerns. 	Parents	September 2014 to June 2015	Principal, assistant principals, teachers and parent coordinator
<ol style="list-style-type: none"> 4. Workshops that are going to support teachers engagement and inform parents and families of the CCLS, School wide 	Teachers, parents	September 2014 to June 2015	Principal, assistant principals, teachers, network supervisory

expectations, and community related concerns.			staff and parent coordinator
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Part 4 – Resources Needed

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

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

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	X	Title III	X	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.

1. By January, completion of two supervisory observations with actionable feedback to teachers with emphasis on the Domain 2 and 3.
2. Participate in at least of two meeting weekly
3. Participate in at least of two or three meeting weekly
4. Completion of three collaborative inquiry cycles
5. Participate in at least of two or three meeting weekly
6. Participate in at least of one PD weekly
7. Participate in at least of one PD monthly

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

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

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

- We, as a school community, will continue to develop our outreach to families and the community. We have implemented monthly calendars, monthly workshops, a communication system (telephone, email, and Engrade), as well as assisting families with crisis needs through the ASTOR clinic which is located within this building. We are using our Century 21 Grant to include Oasis in our building which provide after school academic and recreational support. Additionally, during our Saturday Academy we administer a program which teaches adults the English Language. We have a Family day to promote community involvement with the school. Curriculum nights are included in order set high expectations and establish school wide-goals.
- In order to continue to develop our implementation of communication, we plan to implement a plan to communicate with families about the high academic expectations of the school. Additionally, we plan on collaborating with the district to develop protocols to make all school to home communications available in the home languages of the families served, as well as, provide all staff with explicit PD and job embedded follow up to support their capacity to develop and sustain partnerships with parents and families. Finally, we will work towards developing systems to enable all staff to regularly provide data to families about student progress in their home languages, and provide parents and families with the opportunity to learn to access and interpret the data to advocate for their child.

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, Parental Involvement will increase in the areas of participation, communication and decision making as evidenced by increase in the School Environment Section of the 2015 Quality Review Snapshot. Parent involvement will increase by 5% as measured by Parent/Teacher Conference visits.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. The PIP and Title I committees will work with the school to implement the following:</p> <ul style="list-style-type: none"> a. I.S. 339 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: <ul style="list-style-type: none"> i. Solicit opinions/interest of parents at PA meetings ii. Online and paper surveys to help in planning, review and improvement of the school's programs iii. Provide copies of policy/compact to all parents b. I.S. 339 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: <ul style="list-style-type: none"> o Parents will be involved in reviewing and modifying the parent policy through monthly PA & SLT meetings c. I.S. 339 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance: <ul style="list-style-type: none"> o Parents will be informed of all parent workshops and activities by: <ul style="list-style-type: none"> ▪ School website ▪ E-Mail ▪ School calendar ▪ Parents' Association monthly meeting ▪ Reminder letters and phone calls, including "auto-dialer" messages d. I.S. 339 will coordinate and integrate Title 1 parental 	<p>Parents</p>	<p>September 2014 to June 2015</p>	<p>Principal, assistant principal, parent coordinator, parents, and teachers</p>

<p>involvements strategies with parental involvement strategies under the following other programs:</p> <ul style="list-style-type: none"> ○ Parent Workshops (behavior management, computer skills, homework tips, nutrition, Middle School Initiative, test sophistication, connected learning) ○ Title 1 City and State Data Report Meetings 			
<p>2. I.S. 339 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and activities (with particular attention to parents of students who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are off any racial or ethnic background) The School will use the findings of the evaluation about its parents involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.</p> <ul style="list-style-type: none"> ○ Solicit opinions of parents at PA and SLT meetings ○ Parent Workshops / Activity Surveys 	<p>Special Education and ELL's parents and teachers</p>	<p>September 2014 to June 2015</p>	<p>Principal, assistant principal, parent coordinator, parents, and teachers</p>
<p>3. I.S. 339 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective parent involvement of parents to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:</p> <ol style="list-style-type: none"> a. The school will provide assistance to parents of children served by the school, as appropriate, in the understanding topics such as the following, by undertaking the actions describe in this paragraph-- <ol style="list-style-type: none"> i. the State's academic content standards, ii. the State's student academic achievement standards, iii. the state and local academic assessments including alternate assessments b. Part A, how to monitor their child's progress, and how to work with educators: <ol style="list-style-type: none"> i. Signing School Compact ii. Parent Orientation Meetings iii. Open House iv. November/March Parent/Teacher Conferences v. Parent Educational Workshops vi. Website links vii. Test sophistication workshops viii. c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and 	<p>Parents and teachers</p>	<p>September 2014 to June 2015</p>	<p>Principal, assistant principal, parent coordinator, parents, and teachers</p>

schools, through: <ol style="list-style-type: none"> i. Team Conferences ii. Curriculum Conferences iii. Professional Development Trainings 			
4. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parent involvement, through: <ol style="list-style-type: none"> a. Open and constant access to the Parent Coordinator b. Parent Resource Center c. Parent Workshops for Literacy and Math d. Curriculum Parent Workshops e. Family Literacy Workshops f. Technology Training for Parents 	Parents and teachers	September 2014 to June 2015	Principal, assistant principal, parent coordinator, parents, and teachers

Part 4 – Resources Needed

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

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

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	X	Title III	X	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.

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:

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

Parent involvement will be tracked and monitored by their participation in all parent activities, including SLT meetings, PA meetings, Parent/Teacher Conferences, Curriculum Night, Saturday Academy, Parent Activities (workshops, classes, forums, Family Day, learning walk), teacher outreach to parents on Tuesday afternoons, and school website track form.

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

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

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)	Push-in to assist lower level performing students	Reading A-Z System 44 Crosswalk I-Ready Socratic Seminar/practice	Delivered in both small group and tutoring settings Delivered in small groups Delivered in small groups Delivered in small groups Whole group	Pull-out during the school day and extra-curricular After-school, on Saturdays, and Vacation Academies Pull-out and push-in during the school day After school, on Saturdays, and Vacation Academies School day
Mathematics	Push-in to assist lower level performance students	Regents Prep Course Crosswalk Socratic Seminar/practice I-Ready	Delivered in small group Delivered in small groups Whole group Delivered in small groups	Before school Pull-in/push-out during the school day School day After school, on Saturdays and Vacation Academies
Science	Push-in to assist lower level performing students	Depth of Knowledge Questioning Techniques Costa's Questioning	Delivered in both small group and tutoring settings Delivered in both	Pull-out and push-in during the school day Pull-out and push-in

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

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, all student subgroups in Grades 6-8 will improve in Mathematics performance as demonstrated by the number of Level 3 and 4 students as evidenced by an increase of 10% as measured by the New York State Mathematics Assessment.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

1. Target Population: 300 students in grades 6-8 who are performing below grade level (1-2) standards or approaching grade standards
2. Target Population: All students in grades 6-8, inclusive of general education students, Students with Disabilities, and English Language Learners.
3. Target Population: All students in the program were organized into small groups of no more than 25 students according to their reading and mathematics levels based on last year's state test scores. Target Population: All level 2 and 3 students in all grades, inclusive of general education, special education students and ELLs.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

9. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
10. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
11. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
12. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
13. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

1. ELA Extended Learning Time (Saturday and Holiday Academy) Activity #1: Saturday and Holiday School Academy -- Instructional Strategies and Activities: The Extended Learning time program is offered to students in need of improvement in Grades 6-8 to prepare for the English Language Arts Examination. The extended learning time ELA program is blocked by grade level for 2 hours (on Saturday and during the Mid-Winter Recess Thursday, Friday and Saturday and in February Tuesday, Wednesday and Thursday).
2. Math Extended Learning Time (Saturday and Holiday Academy and also runs every other day during mandatory thirty-seven and a half minutes.) - Activity #2: Programming Instructional strategies and activities -- Instructional Strategies and Activities: The extended learning time math program is blocked by grade level for 2 hours. During the block the children are immersed in mathematics instruction. Implementation Timeline: October 2014 through May 2015

3. The Before School Program – Activity #3: Instructional Strategies and Activities: The Regents extended-learning program, 60 minutes of instructional time to support the Regents class, runs two days a week, focuses on Mathematics. Timeline: October 2014- June 2015.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Students and parents were informed about the benefits of the program, on how it will make students successful in improving student academic performance. We sent letters, phone messages and announcements during orientations to parents and students to encourage participation.

For the ELA, the program is offered to all students, using I-Ready, to build skills and strategies to address students' needs. In Mathematics, the program is offered to all students, using EngageNY.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

5. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.

6. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

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

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The program runs from October 2014 through June 2015. Staff members include one Assistant Principal, 22 content teachers (Mathematics and English) who are part of extended learning time program, one para-professional and two school aides. The Resources for this program is I-Ready for both ELA and Mathematics.

Part 3c. Timeline for implementation and completion, including start and end dates.

The program runs from October 25, 2014 through June 9, 2014.

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

To track progress, we will utilize Baseline, Mid-year, and Endline assessments for ELA and Mathematics.

Part 5b. Complete in February 2015.

● Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

❖ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

- Attracting Highly Qualified Teachers (HQT)
- Ongoing professional development in Teacher Effectiveness
- Lab-site” classrooms for teachers with rubric-based exemplary practices
- Classroom inter-visitations to highlight and disseminate rubric-based best practices
- Team leader and Content Facilitator cabinets to foster communication and planning between teachers and administration
- Opportunities for teachers to facilitate professional development for colleagues in areas of strength, aligned to school- wide deficiencies or trends of need

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).

- Teacher Professional Development
- Differentiated Professional Development
- Based on teacher professional goals, classroom observations, staff needs analyses
- Leadership Opportunities for teachers
- Administrative internships
- Content Area Facilitators (Small Learning Communities)

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

N/A

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:

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS 339**, 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 339** 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

School-Parent Compact (SPC) Template

[School name], 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 09	Borough Bronx	School Number 339
School Name IS 339		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	609	Total number of ELLs	173	ELLs as share of total student population (%)	28.41%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	42	8	3	11					2	53
Dual Language										0
ESL	32	5	4	28	1	14	60		23	120

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	74	13	7	39	1	14	60	0	25	173
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							13	13	27					53
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	13	13	27	0	0	0	0	53

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							29	16	20					65
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic									2					2
Haitian									1					1
French						2	3	8						13
Korean														0
Punjabi						1								1
Polish														0
Albanian														0
Other							11	17	9					37
TOTAL	0	0	0	0	0	0	43	36	41	0	0	0	0	120

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							12	6	25					43
Intermediate(I)							9	8	15					32
Advanced (A)							27	29	22					78
Total	0	0	0	0	0	0	48	43	62	0	0	0	0	153

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	22	2		43
7	15	20	1		36
8	20	13			33
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	7	25		10		1		46
7	6	8	18		5		1		38
8	18	14	14		2				48
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - All students are administered a reading SRI in a written form. This gives teachers data which can be translated into diagnostic tools such as Fountas and Pinnell reading levels. The results of the SRI are used to assign books to students for in class work and homework, measure their progress, and create reading groups. The SRI data is also used to tier students for collaborative inquiry.

Bilingual students are also administered the Milestone placement exam which provides the school with data about their level in reading, listening and writing skills in English. This data is used to provide a background information and further guide instruction across disciplines in the following areas: phonemic awareness, vocabulary and grammar, writing conventions and reading comprehension. On this assessment in all the areas most of the student performed in the 50-75% percentile.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. After studying our LAB-R and NYSESLAT data, we recognized that there is no clear pattern to anticipate beginning, intermediate and advanced students across the grades. This is because our school admits many new students each year--both at the start of school and throughout the school year. Traditionally, our students in all grades perform higher on the Listening and Speaking sections of the NYSESLAT than the Reading and Writing portion.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. Because of the aforementioned discrepancy between Listening and Speaking scores and Reading and Writing scores, reading and writing are being emphasized in all content classes. The ELLs are taking part in a school wide initiative to emphasize writing five-paragraph essays in every core class--not just in ELA. In addition, in order to boost NYSESLAT writing scores, teachers will use Reading A-Z to make sure students at all language levels are reading in English. Guided reading assessments will be used to check progress. System 44 and Rosetta Stone will be used to give ELLs intensive phonics instruction.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) Across grades, beginners perform poorly on tests in English and better on tests in the native language, although SIFE students also struggle with tests in their native languages. Intermediate students perform better on English tests than beginner students, but still do better on native language tests. For advanced students, they perform better on English tests than intermediate and beginner students do, but their skill level correlates to how long they've been in the program. Some long-term ELLs are not literate in their first language. These patterns are true of students both in the TBE and the ESL programs.
 - b) Last year, we did participated in our first ELL periodic assessment. We use the results of the assessment data to target students who are on the cusp of passing into the next proficiency level and tailor our instruction to meet their language deficiencies before they take the NYSESLAT in May.
 - c) Our periodic assessments support the idea that the stronger a student's native language, the quicker the student's acquisition of English. As a result, all three grades have pushed to include native language texts, videos and materials in order to maximize transference of language skills across content areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?

We ensure that a child's second language development is considered in instructional decisions by having all ELLs grouped in an ELL team according to each grade. There are three ELL classes for each grade (01, 02 and 03). All Spanish speaking beginners and newcomers are grouped in one bilingual class (01). Non-Spanish speaking beginners, newcomers, and intermediate level students are grouped in the second class (02), and advanced and new former ELLs in the third class (03). All ELLs receive ESL services as either push-in or whole class instruction. The bilingual students in the beginner class receive an additional period of ESL instruction every other day and a native language arts class every day, where the instructor reinforces ELA content in Spanish. In addition, each grade's ELL team has an interdisciplinary meeting every other day where teachers from all core subject areas collaborate and insure that ESL strategies are in practice. ELL's in Special Education and ICT classes also receive ESL push-in instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When a potential ELL is registered at I.S. 339 they are given the HLIS by the secretary, Ms. Patino. Then one of the ESL teachers, if possible that grade's ESL teacher, is called to administer the informal oral interview in English and the LAB-R within the first 10 days. The Spanish LAB is also administered within the first 10 days by Ms. Sabrina Cruz. At the beginning of the year, all ELLs are giving a reading and writing baseline assessment from the appropriate level Milestones book. At the end of the year the NYSESLAT is administered to students by the ESL teachers, following an ELL periodic assessment in October.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Upon enrollment of a child who has been determined to be eligible for ELL services, parents are shown a video describing the three available programs for ELLs by the school administrator and school and teacher guided by the parent coordinator. Parents will be informed about child placement by letters, emails, phone calls. This will allow and help them select the right program that will cater the student needs. Additionally, each fall an open house hosted by the ESL and Bilingual team is held for all parents to describe the three program choices available to them. A Spanish translator will be present, and--when applicable--a French translator, as well. For any open house, parents will be contacted through letters home, flyers, and a mass call home in English and Spanish.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Entitlement letters are given to parents by the school secretary when they enroll their child. The parent coordinator follows up with families to ensure that the Parent Survey and Program Selection form is returned within 10 days. After the students receive the LAB-R all entitlement letters will be filed and kept by the school pupil secretary. If the form is not returned within that time frame, the student is placed in a class at the grade-level ESL teacher's discretion, while we continue trying to recover the form.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. After the thorough explanation of the programs and services parents make an informed choice of placement in the program which best suits their child's needs. Designated Spanish and French speaking staff are available to assist the parent in their decision. If the parent does not speak one of these languages, the office will call the DOE translation unit number or use google translator. Additionally, parents are informed of their right to withdraw their child from a bilingual program, but not from mandated ESL services.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

After reviewing the LAB-R scores, the ESL team and testing coordinator will create an action plan to administer all sessions of the NYSESLAT. The testing coordinator reviews the testing modifications of every ELL student in the school and groups each student according to their modifications, if needed. ELL classes are then divided to receive the NYSESLAT exam. Testing coordinator decides on the time of administration of the exam, classroom assignments and teachers who will proctor the exam. For the Listening, Reading and Writing Test, a schedule is made so that they are administered to all students at the same time. A day is assigned, to every

test. For the Speaking portion of the test, an ESL teacher is assigned to test a grade that she is not teaching. (8th grade ESL teacher will test 7th grade students. 7th grade ESL teacher will test 6th grade students and 6th grade ESL teacher will test the 8th grade students). They are tested during their daily schedules. The scores are entered into an online spreadsheet in Google Docs and then transferred to the scantron sheet at the end, when the writing portion of the test is completed. For the make-up test, ESL teachers administer the test to the students who were absent during the window for make-up testing.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
6. 95% of parents coming from a Spanish-speaking countries choose the Transitional Bilingual Program. Also, families that are non Spanish speakers select the ESL program. Students who studied at bilingual or English schools sometimes choose ESL. 100% of students who do not speak Spanish choose ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a. The majority of ELLs are grouped by team within their grade. ESL teachers push-in to various classes with these students; in most ELA classes, as well as some social studies classes. Teachers have arranged push-in so that students are receiving their required minutes, and are getting language assistance in a variety of settings. In 6th, 7th and 8th grade there are more ELLs than can fit in one team. There are also students in all grades who have IEPs and have been placed in a variety of different settings (CTT, 12 to 1). ESL teachers push-in in some cases and pull-out in other cases in order to meet with all of these students.
 - b. We follow a block schedule. Students are grouped by class and arranged according to ability level when possible. In the Transitional Bilingual class in each grade, students are primarily beginners along some intermediate students, at the ESL

teacher and content area teacher's discretion. Students in the ESL-only program are grouped according to language ability level; intermediate students are primarily grouped together, and advanced students are grouped together, again based on teachers discretion. Students who are ELLs but are placed outside the ELL pod have been placed according to their IEPs, not their English level. The ESL teachers either push-in or pull-out to meet their language needs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. There is a total of three ESL teachers. There is one ESL teacher assigned to each grade. Each teacher is responsible for meeting all ELLs in her team, as well as any placed outside of her team. The Spanish teacher meets with Spanish-speaking ELLs to provide Native Language Arts.
 - a. In the transitional bilingual classes, students have 45 minutes of ESL-only instructional minutes every other day. The ESL teacher also pushes into various classes such as ELA or Social Studies, and sometimes pulls out, in order to meet the required 360 minutes a week for beginner and intermediate students, and 180 minutes for advanced students. All students received a minimum of 180 minutes of ELA a week. All students in the transitional bilingual classes receive math and social studies in Spanish and some students receive other classes in their native language as well. Students receive 45 minutes of NLA daily.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. For the TBE program, Science is taught in English with targeted native language support to students in all grades. In all grades, students receive Social Studies instruction in their native language with second language support. Content teachers consult with ESL teachers during team meetings for support and to exchange best practices. In some cases an ESL teacher pushes in to content classes, too. Math instruction occurs in Spanish in all grades.
For the ESL-only program, all content areas are taught in English employing ESL-specific strategies. Instructional approaches and methods include bilingual word walls, use of bilingual Math and Social Studies textbooks, use of multi-leveled texts, use of bilingual glossaries and google translate, graphic organizers, visual aides, kinesthetic activities, incorporation of multimedia into lessons, reader's theater, Cornell notes, Socratic Seminars and the Frayer model.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Spanish speaking students receive the Spanish LAB within 10 days of their arrival, they also receive assessments in their NLA class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. To ensure that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year we use the results from the following assessments: LAB-R and NYSESLAT scores, periodic assessment, ESL baseline, formal and informal in class assessments that involve all four modalities, students' classwork, homework and participation. ESL and Content area teachers will collaborate to create lesson plans that must include tasks and skills that will address the four modalities. Students will also be assessed on the tasks and skills that were designed to identify strenghts and weaknesses for further and future planning.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 6.
 - a. These students are placed in our ESL or TBE programs based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, in pull-out programs, in Holiday and Saturday Academy to hasten closing the learning gap of these students. By analyzing the data from their assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success.
 - b. Our ELL Newcomers take the LAB-R within ten days of their arrival at our school. These students are placed in our ESL or TBE

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

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

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

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

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

7. Our ELL students identified as having special needs are placed in the least restrictive setting in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions specified in their IEP are used. Holiday and Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. By analyzing the data from their interim assessments, the NYSESLAT test, and teacher-created tests, we can review and revise IEPs for student success. Instructional approaches and methods include bilingual word walls, use of bilingual Math and Social Studies textbooks, use of multi-leveled texts, use of bilingual glossaries and google translate, graphic organizers, visual aides, kinesthetic activities, incorporation of multimedia into lessons, reader's theater, Cornell notes, Socratic Seminars and the Frayer model.

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

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

Courses Taught in Languages Other than English

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

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

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

Class/Content Area	Language(s) of Instruction

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

Science:				

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

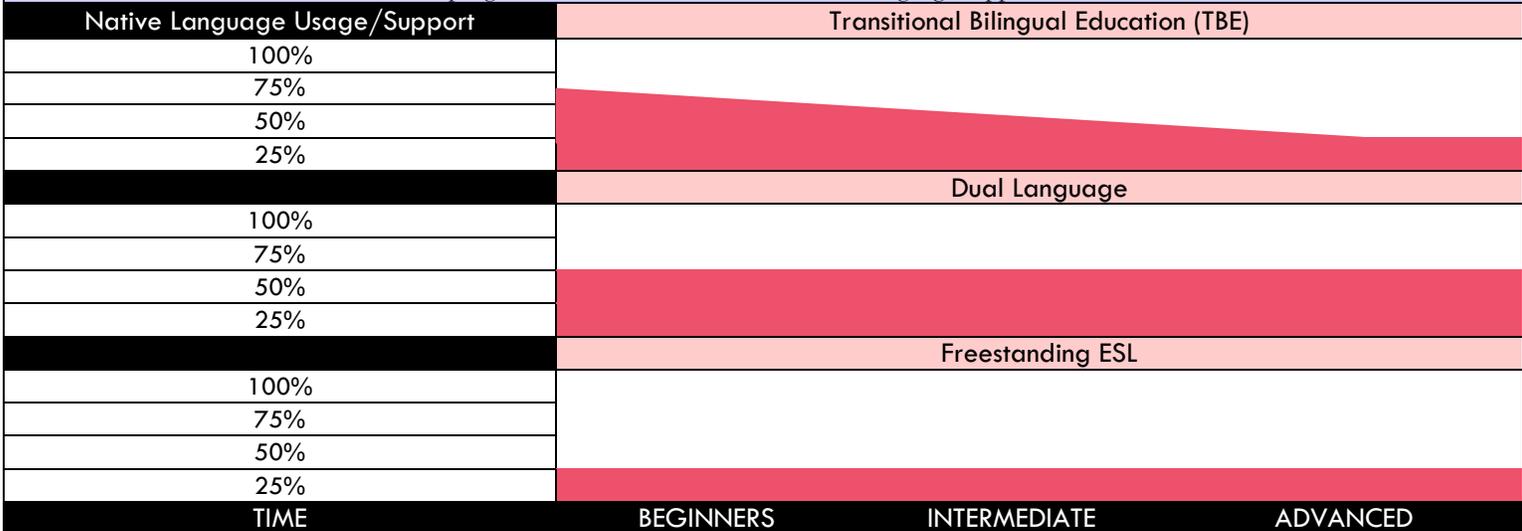
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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

19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>IS 339</u>		School DBN: <u>09X339</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Kim S. Outerbridge	Principal		10/24/13
Ms. Georgina Cruz-Cardoza	Assistant Principal		10/24/13
Mr. Ramon Echevarria	Parent Coordinator		10/24/13
Ms. Sabrina Cruz	ESL Teacher		10/24/13
Ms. Lopez	Parent		10/24/13
Ms. Jerseydis Ruiz/ ESL	Teacher/Subject Area		10/24/13
Ms. Diana Stoyanova/ ESL	Teacher/Subject Area		10/24/13
	Coach		10/24/13
	Coach		10/24/13
Ms. Fabiola Rodriguez	Guidance Counselor		10/24/13
Mr. Micheal Alcoff	Network Leader		10/24/13
Mr. Jose Betancourt	Other <u>Social Studies</u>		10/24/13
Mr. Roberto Crespo	Other <u>NLA</u>		10/24/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X339 School Name: IS339

Cluster: 4 Network: CNF 411

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

required.



Department of English Language Learners and Student Support

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 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: <u>IS 339</u>	DBN: <u>09X339</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>95</u>
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: 9
of certified ESL/Bilingual teachers: 5
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

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

The Saturday program will run from Saturday, October 25, 2014 through Saturday, April 9, 2015, for 4 hours per Saturday for 26 sessions. The Vacation program will be held over the February and April school vacations for three days per break, for 3 hours each day. Each program will focus primarily on Spanish and English language instruction, using both ELA materials and language acquisition programs.

This year the newcomers will receive an intensive language acquisition instruction in a purely ESL setting. They will be immersed in activities that will allow them to explore, practice and master the four modalities in English. The intermediate students will receive small group instruction that will focus on their academic needs.

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

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

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

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: In order to support as many ELL students and their varying needs as possible, all participating teachers must be highly qualified and equipped with tools to do so. All participating teachers will receive six days (occurring after school for 2 hours per session) on Wednesday (11/05/14), Data Driven Instruction for ELLs. It focused on looking at data results to drive instructions. The following data results are used - NYSESLAT, NYSITELL (for the new comers), SRI for their reading level, ESL baseline (a diagnostic test from Milestone) baseline writing and other teacher made assessments in the classroom. Wednesday (11/12/2014), Scaffolding Instruction for ELLs Across the Content Areas. This PD provided examples of alternative materials and activities that can be used to scaffold the instruction for the ELLs on their level. Wednesday 11/19/2014), Common Core Aligned Tasks for Classroom Activities. Teachers from across content areas looked closely at the common core standards. They planned and tailored their lessons and activities based on them. Wednesday (12/03/14), Use of Thinking Maps to Organize Ideas when Writing. The teachers were given the opportunity to try and use different thinking maps that students may use while brainstorming and organizing ideas when writing. to Wednesday (12/10/14), How to Unfold Complex Texts for Understanding. It focused on using close reading, chunking ideas and looking at vocabulary words to unpack academic and rigorous texts. Wednesday (12/17/2014) of intensive professional development in the following areas:

- program and resource usage (presented by vendor representatives). We do not use outside vendors to provide PD's

- ESL / Bilingual teaching strategies (presented by Ms G. Cruz and Network Staff).

- Test sophistication (presented by 339 administration). They presented different techniques for ELLs to prepare them for the state test. Examples of strategies are the following: utilizing text features like pictures, graphs, etc., using dictionaries, glossaries, using cognates to help in understanding vocabulary words, annotations, read alouds and other test taking strategies.

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

Part D: Parental Engagement Activities

Describe the parental 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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: For ELL students to succeed in middle school, in high school, and in life, their parents will have to play a crucial role in their education and intellectual development. To involve as many parents and families as possible in students' learning processes, we will offer a Saturday program that will run from Saturday, November 1, 2014 through Saturday, May 16, 2015, for 3 hours per Saturday and the following workshops, accompanied by an aggressive outreach campaign:

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

I.S. 339 has both written and oral translation needs in the following languages: Spanish and French. Findings will be discussed in SLT meetings, Parent Association meetings and Teacher meetings. These findings will be reported to the school community throughout letters, flyers and meetings with the stakeholders throughout the year. We have on staff at I.S. 339 bi-lingual staff representative of the full spectrum of our student and parent populations available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

Part E: Budget

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

Allocation Amount: \$21640

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 and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be 	_____	_____

Part E: Budget

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

Allocation Amount: \$21640

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