



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): **32K349**

School Name: **I.S. 349 MATH, SCIENCE & TECH.**

Principal: **MICHAEL LOUGHREN**

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Section 1: School Information Page

School Information

School Name: I.S. 349 School Number (DBN): 32K349
Grades Served: 6-8
School Address: 35 Starr Street, Brooklyn NY
Phone Number: 718-418-6389 Fax: 718-418-6146
School Contact Person: Deborah Roberts-Muller Email Address: DRoberts-Muller@schools.nyc.gov
Principal: Michael Loughren
UFT Chapter Leader: Renee Haynes
Parents' Association President: Jose Guillen
SLT Chairperson: Renee Haynes/Jennifer Smith
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): N/A
CBO Representative: Erin O'Leary, Center for Supportive Schools

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn, NY 11221
Superintendent's Email Address: ldruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Borough Field Support Center (BFSC)

BFSC: Brooklyn - North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Room 501, Brooklyn, NY 11220
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
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.
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.
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.
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Michael Loughren	*Principal or Designee	
X	Renee Haynes	*UFT Chapter Leader or Designee	
X	Jose Guillen	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Vacant	Community School Director (staff)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Fanny Sarmiento	Parent	
X	Johana Calderon	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Karla Sanchez	Parent	
X	Felecita Perez	Parent	
X	Deborah Roberts-Muller	Staff	
X	Jennifer Smith	Staff	
X	Theresa Rodriguez	Staff	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The School of Math, Science and Technology, IS 349 is located in the Bushwick section of Brooklyn, New York. At present, the school shares the same building with IS 347 and an Achievement First High School. Even with the division of space, each school has been able to develop its own identity through organization, its own entrance and exit. In addition, schools share the library, cafeteria, schoolyard and the gymnasium.

Since its existence in 2000, IS 349 has developed into a community in which there is collaboration amongst administrators, teachers, students, and parents to provide students with the best educational opportunities to become life-long learners. Additionally, I.S. 349 has a student population of 310 students spanning grades 6 through 8. The school's demographic population consists of 93% Hispanic students, 6% Black students and 1% students classified as other. The student body includes 30% English Language Learners (ELLs) and 4% are Students with Disabilities (SWD). The school is classified as a Title 1 school whereas, 93% of students qualify for free lunch. The average attendance rate for the 2013-2014 school year was 93%.

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

The school has a redesigned instructional focus throughout our school community, stating that **teachers will engage students in daily writing and speaking tasks to increase comprehension**. This focus was devised strategically by key stakeholders based upon an analysis of student achievement data and Quality Review (QR) reports. This instructional focus supports the school's belief that students learn best when they are able to discuss and write about rigorous academic tasks on a daily basis. To support the instructional focus, ongoing professional learning sessions are provided to assist each pedagogue in furthering their instructional skills to improve teaching and learning. Structures and resources are in place to adapt curricula so that all learners have access with special emphasis on ELLs and SWDs are strategically programmed into general education classes with supplemental linguistic and writing resources so they may meet content-level goals. Each ELA class, grades 6-8 has additional support from push in teachers who work specifically with the ELL students in the classes. The school has programmed experienced subject area teacher(s) to work directly with the Special Education teacher(s) to implement a content-based, scaffolded curriculum to provide multiple entry points for all learners.

The elements for the Framework of Great Schools in which IS 349 made the most progress over the past year was Supportive Environment. The school has established a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Data from the Middle School Quality Snapshot reveals that our school has begun to build structures to facilitate teacher engagement with parents- and teachers report positively, high levels of preparedness and some successes with engagement. Students value the nurturing and responsive support that our staff offers. Parents appreciate our caring school community where staff members identify students' needs and provide them with opportunities to improve academic achievement and social development. As a result of academic and social-emotional supports as currently available, the overall school climate is positive, collaborative and supportive. Additionally, the DTSDE Tenets in which IS 349 made the most growth was Tenet 3 - Curriculum Development &

Support. Initially the school implemented the Codex curriculum in only grade 6; however, during the 2014-15 school year the program was adopted in all grades. To support the faculty in adopting this CCLS aligned curriculum, on-going opportunities of professional development were provided. Obstacles encountered included bringing the entire school community together to implement the program effectively. In order to allow for cohesion among content area subject teachers, the school was able to provide common planning time uniting Language Arts and Social Studies teachers. Teachers used this allocated time to integrate some positive aspects from our previous Language Arts curricula, Elements of Literature to supplement the writing piece. These changes resulted in an increase of students performing at levels 3 & 4 of the NYSED ELA examination by 4%.

The Framework for Great Schools that remains the most challenging is Rigorous Instruction . During the 2014-15 school year, 10% of students reached proficiency on the NYSED Math exam, and 11% of students reached proficiency on the NYSED ELA exam. Though the school has made steps in the implementation of a CCLS aligned curriculum, according to the 2014-15 QR, "across classrooms teaching strategies inconsistently provide multiple entry points and scaffolds for students. Student work products and discussions demonstrate uneven level of thinking and participation." There is also a need to ensure that the curriculum provides multiple entry points to meet the needs of all learners, specifically the school's large population of ELLs . Additionally, classroom practices of teachers continue to shift to student centered learning, however, this shift has yet to take hold in the vast majority of classrooms. Teachers must receive additional supports to ensure that this shift takes hold across all classrooms.

Effective for the 2015-16 school year, IS 349 has been identified as a Renewal School. As part of this process, IS 349 has also been identified as a Community School, and identified a Community Based Organization (CBO), the Center for Supportive Schools (CSS), to support the school in meeting the needs of students and families to positively impact student achievement. In this partnership, CSS will coordinate several supports for the school, including mental health services, Extended Learning Time programming, and parental engagement outreach.

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

Transitional Bilingual Program: The school currently has a cohort of students who are engaged in a transitional bilingual program. The students in this program are recent immigrants to the United States, and have limited English language proficiency. The program provides additional supports to these students in accessing and learning a new language, as well as the teaching of content in the students native language.

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

Teacher Incentive Fund Grant (TIF):

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

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

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

- **Peer Instructional Coach** (– A school-based role in which the selected teacher will teach at least two periods per day and spend the remaining periods supporting other teachers to improve instruction and student learning aligned to Danielson’s Framework for Teaching . This person will work with groups of teachers within his/her school and will utilize

formative classroom visits, debriefs, and other professional learning experiences to support a distributive leadership model.

New York City College of Technology:

- **BRIDGING THE GAP (For students in grades 7 and 8)** A collaboration with New York City College of Technology whereas precollege courses are offered to middle and high school students. Students are exposed to Courses such as Robotics, Math and English that promote academic and college readiness
- **Teacher Leadership Quality Partnership Program(TLQP)-** participants are guided through 10 modules of the 'Thinking with Technology' Course as they begin to develop one or more web-based thinking tools developed by Intel. Various technologies are introduced as a tool to support ELA and Math in the content areas

Urban Advantage 's Middle School Science Initiative:

Urban Advantage is a standards-based partnership program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. It encourages communication with schools and families. This program is a part of **Excellent STEM** (science, technology, engineering, and math) instruction is critical to ensuring that New York City's students are college and career-ready in the 21st century.

Translanguaging Program:

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

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

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

Ridgewood - Bushwich Advantage Afterschool Program:

Through the Advantage program, students will be offered a wide range of voluntary afterschool programs to support their academic success. Students will be offered stand alone afterschool programs on Mondays, Tuesdays, and Thursdays. These programs will allow students to engage in the development of literacy and math skills through the creation of an engaging curriculum and homework help programs.

Extended Learning Time (ELT):

During the 2015-16 school year, through the School Renewal Program, IS 349 will offer an additional mandated five hours of instructional for all students. This new program will expand the school day on Wednesdays and Thursdays by two hours and thirty minutes, during which time students will receive additional instruction in math, literacy and social emotional learning. The additional instructional time will support student achievement through providing engaging

learning opportunities for all students in the school. Courses will be aligned to the CCLS and offer the opportunity for targeted small group instruction to the most at-risk students. All courses will be instructed by certified teachers.

Plans for the next two years:

IS 349 was 1 of 94 schools identified for The School Renewal Program. Over the next two years, the NYCDOE will work intensively with each Renewal School community, setting clear goals and with support from Central, holding each school community accountable for rapid improvement. The NYCDOE has selected as Renewal Schools those schools that met all three of the following criteria and four that were added per the Chancellor's discretion:

Were Identified as Priority or Focus Schools by the State Department of Education

Priority: The bottom 5% lowest-performing schools statewide

Focus: The bottom 10% of progress in a subgroup

Demonstrated low academic achievement for each of the three prior years (2012-2014):

In the bottom 25% in Math and ELA scores

Scored "Proficient" or below on their most recent quality review

Renewal Process :

In March, the School Achievement Team affiliated with School Renewal program did a comprehensive school assessment of our school to provide administration and the support team information around our instructional program, the community the school serves, and how specific DOE policies impact our ability to increase student achievement. The information collected was used to inform and coordinate the support work taking place IS 349. In addition, Professional development and literacy units were provided by Teachers College.

A walkthrough was conducted by the Director for School Achievement assigned to our school. Throughout the year there are plans for follow-up visits to coordinate and facilitate the on-going work at IS 349 that is being provided by a host of internal DOE representatives and external programs and organizations. These visits will help:

- Develop and design an infrastructure for streamlined and transparent communication between all members of our school's support team.
- Provide a range of direct support to Administration and staff that might include, but is not limited to, facilitating professional development, facilitating team meetings; provide leadership/ instructional coaching, co-planning, and co-teaching.

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

Through strategic coordination, collaboration and communication between all of IS 349's support partners, the plan is to increase student achievement on a year-to year basis across our school resulting in an average math proficiency rating of 2.32 and performance index of 73, coupled with an ELA proficiency rating of 2.24 as measured by student performance on the appropriate New York State Assessments.

32K349 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	358	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	10	# Drama	N/A
# Foreign Language	11	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	95.0%	% Attendance Rate			92.9%
% Free Lunch	95.8%	% Reduced Lunch			3.5%
% Limited English Proficient	24.4%	% Students with Disabilities			13.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			7.5%
% Hispanic or Latino	91.8%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			8.55
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.6%	Mathematics Performance at levels 3 & 4			10.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			23.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection:</p> <p>Tenet 3.2:</p> <p>This is an area of growth for the school, as it was rated Developing on the Quality Review(QR) conducted during the 2014-15 school year. Specifically, the report stated "The school recently purchased Core Curriculum resources for grade 7 and 8. The CodeX program is being adjusted to include more writing and a consultant is supporting this area of the work." Evidence of the implementation of the curriculum can be seen in the increase of proficiency levels for students on the NYSED ELA exam from 7% in 2014 to 11% in 2015. As teachers continue to develop a deeper understanding of the CCLS standards, the school expects to continue the current trajectory of improving student performance. However, the school must work to develop multiple points of entry to meet the needs of all students in the curriculum as evidence by the 0% proficiency levels for ELLs and 2% proficiency level for SWDs on the NYSED ELA exam during the 2015 school year.</p> <p>Tenet 3.3:</p>		

According to the 2014-15 QR, "During the interview with teacher teams, it was stated that some aspects of the CodeX program is difficult which resulted in omitting sections of the book. Decisions around curriculum units are made without the use of data or collaborative decisions at the team level, which results in the arbitrary skipping of content and units." A strength is that teachers are making decisions regarding modifications to curriculum to provide multiple entry points for students. However, the school must develop a clear protocol to analyze student data to make modifications to CCLS aligned unit and lesson plans to address student achievement needs.

Tenet 3.4:

According to the 2014-15 QR, "School leaders have developed a cycle for teams to meet representing vertical meetings for three sessions in the month and an entire staff meeting on the last session." These meetings allowed teachers to be able to collaborate and share best practices and strategies in subject areas. To expand upon this strength, the school has programmed three weekly meetings for grade teams to participate in a cycle of inquiry based upon student work products to make modifications to curricula. To improve the efficacy of teacher team meetings, the school must adopt protocols to ensure the work is grounded in student performance.

Tenet 3.5:

According to the 2014-15 QR, "Across classrooms teachers use and create assessments and grading policies that are aligned to the curricula and data is not consistently utilized to inform instruction and curriculum decisions. Teachers' assessment practices reflect inconsistent use of checks for understanding." One strength is that the school has implemented the use of rubrics across content areas. However there is a need to create assessments that are aligned to curricula.

Priority Need:

The priority need for the school is to further develop and implementation a coherent and rigorous curricula that provides multiple entry points for ELLs and SWDs to further promote student achievement.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Our vision for rigorous instruction is to integrate instructional shifts and tasks that provide access for all students including English Language Learners (ELL), students with disabilities or at risk students. In classrooms, students will participate in the workshop model and engage in daily discussions and writing to support their comprehension of both

CCLS skills and content. The curriculum will implemented will be the Teacher's College (TC) curriculum. Center for Supportive Schools (CSS) will support the school in providing a strong foundation consisting of the school and community partnerships, principal leadership and richly varied curriculum that offers students multiple avenues to master core skills and knowledge during ELT . Students will engage in tailored instructional blocks during the ELT , with interventions provided based upon the analysis of student performance on benchmark assessments. The framework will be used to support and improve rigorous teaching and learning practices within the school. To assist in this vision, our goal is to engage the staff in professional learning. School leaders and teachers will use the framework to:

- Establish a clear shared vision of rigorous, engaging instructional practices
- Provide focus on active student engagement; developing critical thinking skills
- Provide focus for walkthroughs and learning walks
- Assess the quality and extent of current practices
- Provide focus for team collaboration
- Prioritize areas of need for professional development
- Confirm strengths and areas of improvement
- Provide on customized inclusive and motivating instruction

The framework will also provide teachers the ability to assess and reflect upon their own practice. The pedagogical practice will result in delivering highly engaging, rigorous lessons with five key indicators contributing to effective instruction. They are:

- Communicates explicitly and with clarity
- Engages students in learning
- Questions, probes, and facilitates discussion
- Provides feedback to students
- Uses a variety of grouping structures.

Multiple entry points will consist of teachers incorporating multiple formats to represent information and enhance student engagement. Progress monitoring will derived from performance on NYC periodic assessments and in-house assessments. ELT activities will support and enhance the regular school day education standards with program services by matching identified student needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their school from a differentiated more advanced approach.

In addition, extensions for high achievers will be provided to keep the interest of and challenge students at or above grade level.

Program activities will be customized in consultation with administrative staff, teachers, counselor and students. Prepares lessons will be aligned with NYS and NYC Common Core curricula.

The school's Renewal benchmark targets include an average math proficiency rating of 2.32 and performance index of 73, coupled with an ELA proficiency rating of 2.24 as measured by student performance on the appropriate New York State Assessments.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 10% of all students including English Language Learners will increase performance on the New York State ELA exam as a result of teachers implementing academic tasks with multiple entry points that emphasize rigorous habits and higher order thinking skills.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Developing Multiple Entry Points:</p> <p>Teachers will meet three times a week in grade team to develop multiple entry points for all learners. This work will be based on a cycle of inquiry including an analysis of student performance on periodic assessments. In September, teachers will be provided with professional development and a school-wide template for curriculum mapping and unit planning. In grade team meetings, grade team leaders will facilitate the analysis of benchmark data each week, and use this analysis to identify planning</p>	<p>All Teachers</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Grade Team Leaders, Professional Development Team</p>

<p>strategies that support the development of multiple entry points for students in both the curriculum map, unit planning and daily lesson planning with a focus on increasing the cognitive challenge for all students. The effectiveness of these multiple entry points will be monitored through the next cycle of student work on benchmark assessments, as well as through formal and informal observations conducted by the administrative team. Additionally, Grade Team Leaders and the Professional Development Committee will meet with the principal weekly to monitor the effectiveness of the implementation of multiple entry points in the curriculum. Based upon these cycles of observation, the professional development team will make modifications to the professional development plan to ensure that teachers are provided with additional training to support the creation of multiple entry points.</p>			
<p>Teachers College Writing Project (TCWP)</p> <p>Through the implementation of the TCWP curriculum, students will be provided with a program designed to improve student writing. One assistant principal and one peer collaborative teacher will attend bi-monthly full day TCWP professional development sessions. Additionally, two Social Studies teachers will receive TCWP full day professional development on a bi-monthly basis. After attending these sessions, in collaboration with the school professional development committee, professional development will be regularly conducted on the implementation of TCWP with selected teachers. The program will provide the structures and supports necessary to improve student writing through strong classroom instructional strategies and more time spent on writing. ELLs will receive additional supports from push-in services during TCWP periods. Progress will be monitored through the observation process and instructional walkthroughs.</p>	<p>At-risk students, ELLs, SWDs</p>	<p>10/2015-6/2016</p>	<p>Principal, Assistant Principal, Peer Collaborative Teacher, Professional Development Team, ELA Teachers, ELL Teachers, Social Studies Teachers</p>
<p>Benchmark Assessments/ In-house Assessments</p> <p>Benchmark/ In-house assessments serve instructional planning purposes by providing teachers information needed to develop and adjust curriculum and instruction to meet students' learning needs. Benchmark assessments are aligned with CCLS curricula. Data from the assessments will provide feedback on students' strengths and weaknesses relative to specific curriculum goals. The data will be used by teachers to inform instructional curriculum decisions during grade team meetings.</p>	<p>All students grades 6 – 8 including SpEd & ELLs</p>	<p>9/2015-6/2016</p>	<p>Assistant Principal, Teachers</p>
<p>Extended Learning Time (Wed. & Thurs)</p> <p>The goal is to provide continuous support all students including ELLs and SWDs whose reading/math performance is not at grade level as per the NYS Scores. This service will</p>	<p>All students grades 6 – 8 including SWDs & ELLs</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principal, Aspira Community School Director, Teachers</p>

<p>provide reading instruction on fluency and/or math instruction in understanding math concepts so that students become mathematically confident through communication, reasoning and application to real life situations. Families will be informed of the extended learning program during the summer of 2015. During ELT, the principal and assistant principal, in collaboration with the community school director, will conduct weekly walk-throughs to ensure that students are engaged in rigorous learning opportunities.</p>			
<p>Technology Support- myOn</p> <p>myON is a complete literacy solution that reinvents the ways in which students and teachers interact with text. myON provides anytime, anywhere access to a library of more than 10,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. The digital literacy platform allows students not only to read, but to read closely, to engage with digital texts in new ways that will transform the entire learning experience. A teacher identified as the myOn coordinator will attend training in September, and turnkey the training to all staff members during full staff PD in October. Students will participate in the myOn program during enrichment periods and during ELT. MyOn will provide scaffolds for at-risk students and sub-groups to ensure these groups are provided with multiple entry points to support literacy development.</p>	<p>At-risk students, ELLs</p>	<p>9/2015-6/2016</p>	<p>Assistant Principal, myOn Coordinator (Teacher)</p>
<p>Read 180 Program & Wilson Program</p> <p>Beginning in February of 2016, the school will implement the Read 180, a research based reading intervention to support student achievement on the ELA exam. Two teachers will be identified and provided professional development in the program, including coaching visits to support the implementation of this program. 60 students will be targeted based upon a variety of student performance data, and receive instruction in the Read 180 program twice a week during ELT for two hours and thirty minutes. Additionally, a group of approximately 20 students will participate in the Wilson program, utilizing the same schedule as the Read 180 program. The two teachers who are implementing the Wilson program have already received training and have past experiences in the implementation of the program. The program will be supervised by the principal through bi-weekly meetings with teachers to monitor student progress as measured by Lexile levels.</p>	<p>At-risk students, ELLs, SWDs</p>	<p>2/2016-6/2016</p>	<p>Principal, identified teachers</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources to support the achievement of the annual goal include:

- The programmatic use of teacher common planning periods to allow for grade teams to meet 3 periods per week.
- The myOn platform, including the use of computer labs for students to utilize the platform.
- Weekly meetings with Grade Team Leaders and Professional Development Committee.
- Extended Learning Time programming.

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all students including English Language Learners will demonstrate 5% growth in ELA performance as measured by the administration of NYCDOE Performance Assessment in ELA .

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>According to the school's 2014-15 School Quality Review (QR) in the school has taken many steps to create a supportive environment for students. Specifically, "The school provides support for families and students in understanding expectations connected to college and career readiness. Advisory lessons provide students with social and emotional lessons intended to develop skills needed to be successful in college and careers ." Additionally, the school has entered a partnership with the City University of New York Translanguaging program, which has " enhance the ecology of school as evidenced by a welcoming team to support newcomers and all public spaces reflect labels and signs in both English and Spanish." Additionally, the school's attendance rate of 93% exceeds the city range.</p> <p>The following strategies are in place to support the healthy social-emotional development of our students and to cultivate an atmosphere of parental support:</p> <ul style="list-style-type: none"> Teachers contact parents to discuss academic and/or social difficulties of students. Parents are informed of possible referral to the Pupil Personal Team (PPT) for further discussion of preventative & alternative services that may be provided. 		

- Each student is known by at least one staff member through the school’s advisory program. The advisors develop & maintain relationships with the families of their advisees .
- The advisory program is scheduled for each class on every grade level.
- The PPT meets bi-weekly to address the social/emotional needs of targeted students.
- The PPT develops functional behavioral analysis strategies and collaborates with administration, teachers, guidance counselor, and dean to implement, monitor and modify the Behavioral Intervention Plan (BIP)
- The guidance counselor provides individual, small group, and family counseling.
- The guidance counselor proactively refers students to outside agencies for counseling.
- The dean monitors the student referrals generated by administrators, teachers, and the guidance counselor.
- The dean, guidance counselor and administration provide social/emotional professional development to staff members.
- The Student Success Team meets weekly to monitor attendance of students.
- The Advantage Afterschool Program is a partnership within the school that supports the needs of targeted students by monitoring attendance, providing counseling, and parent outreach.
- Through the Community Schools initiative, the school and the Center for Supportive Schools (CSS) will partner to provide a mental health clinic to provide targeted supports to students.

One area of need in the element of supportive environment is to improve the feeling of student safety in the building. According to the 2014-15 School Quality Guide, 85% of students reported positive responses to the school culture section of the New York City School Survey, ranking the school slightly below peer and city averages. The priority need for the school in the Framework element of supportive environment is to improve the feeling of safety amongst students in the school.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

The key stakeholders of the school desire for I.S. 349 to be described as a school where students feel intellectually safe and are willing to share ideas. Additionally, the school wishes to be described as a warm and welcoming environment for all students, including the large population of students with limited English proficiency.

I.S. 349 student population is comprised of the following:

- Students who are recent immigrants with interrupted formal education (SIFE)
- Students with lower skills in ELA and mathematics
- High student mobility rate
- Parents with limited access to resources and information
- Families who are overwhelmed (e.g. housing issues, economic struggles, domestic violence, etc.)

Data reveals that the students at our school come from a high-needs community and there are limited supports in place to address their needs. Our partnership with CSS of NY will foster collaboration by building a shared vision with school partners to provide students and their families with coordinated CS programming targeting individual academic, social, emotional, and developmental needs.

To begin, CSS will conduct a community needs and assets analysis report. Working closely with the Program Advisory Board, CSS will focus on identifying barriers relative to student success, as well as, readily community resources to foster a shared success vision. Working with the SLT committee, CSS will do the following:

- Align support with school goals and education standards by providing comprehensive services and activities designed to address specific school and community needs.
- Align regular school day standards with CS services and match the targeted needs of individual students with rigorous academic enrichment and social/emotional support

Throughout the process, data will be gathered and analyzed to inform deeper understanding of issues to facilitate movement toward CSS's success vision. Multiple assessments to inform the process include student needs, parent needs, teacher and community resource assessments and the development of a Community Eco Map, detailing demographics and socio-economic conditions.

In order for the school to be more proactive in promoting improved students social-emotional skills the school has created a plan for skill building goals (social, emotional and cognitive development). Activities will prepare our students for college/career readiness and coping with life's challenges. Standards/skills addressed are: improving academics; acquiring skills for improving learning; self-knowledge application; planning to achieve goals. These skills can be provided through individual or group counseling. Currently, the school uses and advisory system to implement the Overcoming Obstacles curriculum to support student social emotional learning. Additionally, the school desires to develop and implement a positive behavioral intervention system (PBIS) to encourage positive student behaviors.

Student social emotional health will be monitored through the weekly meetings of the Student Success Team, which will monitor key metrics including the school attendance rate, the chronic absenteeism rate and student lateness. Additionally, weekly cabinet meetings will review Online Occurrence Reporting System (OORS) data to monitor instances of student misbehavior. Based upon trends in the data, the school will provide targeted interventions for individual students based on need, including referral to the Guidance Counselor or the Mental Health Clinic, created in partnership with CSS .

Currently our attendance is 93%. To target those with chronic absenteeism, the school will work with CSS to develop an Individual Service Plan (ISP) with the parent, student, Attendance Supervisor, and school based support staff member. Consistent monitoring and attendance services will be employed for student achievement and development. Incentives such as movie tickets, trips, trophies are regularly offered for improvement in attendance. With all of the resources in place it is anticipated that by June 2016, the attendance rate will increase to 93.8% for the 2015-16 school year.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, through the intervention plans created during meetings of the Student Success Team, the school-wide attendance rate will increase to 93.8%, as measured by the daily attendance rate reported through the ATS system.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school will create a Student Success Team (SST) consisting of key members of the school staff including the principal, assistant principal, family worker, pupil personnel secretary, attendance teacher, family worker, guidance counselor, community school director and the Americorp outreach specialist. During weekly meetings, the team will monitor student attendance trends through reviewing various ATS reports, as well as the New Visions Data Tracker tool, provided by the School Renewal Team. The SST will develop an individualized plan for all chronically absent students, as well as any student who amasses more than two absences during the month, resulting in individual follow-up with the student and</p>	<p>Chronically Absent Students, Potentially Chronically Absent Students.</p>	<p>9/15–6/16</p>	<p>Assistant Principal, Guidance Counselor, Family Worker, Community School Director, Americorp Outreach Specialist</p>

family, and the creation of an action plan to support improved student attendance.			
Chronically absent students will be assigned an individual staff member to monitor individual student attendance, conduct weekly check-ins with the students, and connect the student with customized supports in collaboration with the school's CBO partner, CSS.	Chronically absent students, students with more than 2 absences	9/15–6/16	Assistant Principal, Guidance Counselor, Family Worker, Community School Director, Americorp Outreach Specialist
Monthly assemblies will be held to honor students with perfect attendance each month of the school year, providing certificates of achievement and raffle tickets for a variety of prizes. Additionally, students with the most improved attendance will be provided with certificates and additional incentives to improve student attendance.	All students	9/15–6/16	Principal, Dean, Pupil Personnel Secretary
Parents and families will receive daily phone calls to inform them if their child is absent or late to school. For students who exceed two unexcused absences during a calendar month, parents will be requested to attend a meeting with members of the SST to work in developing an individualized plan to improve student attendance.	Parents and families of students with at-risk attendance	9/15–6/16	Student Success Team

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • A guidance counselor will provide counseling services; Parent workshops; provide additional services such as referrals to outside agencies for counseling. • Aspira will partner with a mental health provider to provide counseling services for students and families. The school will provide adequate space to house the mental health clinic. • Members of the Student Success Committee will have a common meeting time scheduled to review student attendance data. 											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school attendance rate will be 93.8%, as measured by the daily attendance rate.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection:</p> <p>Tenet 4.2:</p> <p>According to the 2014-15 Quality Review (QR), "the school has not integrated the instructional shifts and tasks created do not fully provide access for English language learners, students with disabilities or at risk students." Additionally, the QR also stated "During the classroom visits most teachers provided a lesson plan, however the vast majority of rooms did not have a unit plan for the content they were teaching." A strength in this area is that all teachers are creating lesson plans, and with further professional development these plans can be further developed to provide multiple entry points for all learners. Based upon these findings, there is a need for the school to further develop curricular resources including curriculum maps and unit plans that include instructional practices and strategies that address the needs of all students, especially ELL and SWD students.</p> <p>Tenet 4.3:</p> <p>According the 2014-15 QR, "most lessons resulted in the tasks not being scaffolded or clearly modified to promote access for students. The use of vague terms as teachers plan for differentiation does not address misconceptions in students, provide support for students to access content and thereby resulting in missed opportunities by teachers to provide meaningful and purposeful support for at risk and struggling learners." It is necessary for the school to further</p>		

develop instructional practices that provide multiple points for all students, specifically ELLs and SWDs through enhanced professional development and teacher collaboration.

Tenet 4.4:

Based upon the 2014-15 QR, "In an English as a second language classroom, students were divided in two groups consisting of beginners and intermediate with advanced level students. The objective was to be able to identify opinion clue words in a text and then determine if the statement is a fact or opinion. Spanish language was used to support students, along with charts in the room providing examples of opinion words, photographs and sentence starters provided entry points for students. In this classroom, the task was differentiated based on data and students worked with adequate support planned by the teacher. This level of discourse and engagement with task was not consistently seen in most classrooms. Flexible grouping and tier assignments provided access for students in the ESL lesson." The school must work to expand these successful strategies across all classrooms, and develop systems to ensure that teachers are provided with the necessary training and practices to support student achievement for all learners.

Tenet 4.5:

The school's 2014-15 QR indicated that "across classrooms teachers use and create assessments and grading policies that are aligned to the curricula and data is not consistently utilized to inform instruction and curriculum decisions. Teachers' assessment practices reflect inconsistent use of checks for understanding." A strength exists in teachers administering assessments, however, this practice must be aligned to the CCLS and used to support the development of multiple entry points for ELLs and SWDs . Based upon this finding, the school must develop systems to ensure that data is consistently used to inform instruction and to make curricular decisions.

Priority Need:

The priority need for the school is to further develop and implementation a coherent and rigorous curricula that provides multiple entry points for ELLs and SWDs to further promote student achievement by developing curriculum maps and unit plans that are aligned to the CCLS and provide multiple entry points for all learners, especially ELLs and SWDs .

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

The vision for Collaborative Teachers is to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership on improved learning. To achieve this, common planning time will be provided weekly for teachers to meet, discuss, review data and share strategies and promote teacher collaboration. Specifically, teachers will be scheduled with three periods a week to meet in grade teams and engage in structured protocols to support enhanced student achievement. School leaders have developed a cycle for teams to meet

representing vertical meetings and as an entire staff. During the whole staff session, opportunities will be available for teams to share their findings, strategies, or challenges. Teams will use the other portion of time to develop team building strategies, management and leadership skills.

The goal is for teachers to collaborate more and work on establishing a common language in order to increase their instructional capacity. Distributive leadership structures allow teachers to work on committees. Teachers' voices are instrumental in key decisions. The work of teams will result in progress towards goals for groups of students or improved student outcomes.

During common planning, teachers will develop lesson plans that provide opportunities for students to engage in writing activities, as well as discussions to further their comprehension of complex skills and ideas. Through the creation of multiple entry points for all learners, teachers will ensure students are able to access rigorous materials and engage in higher order thinking skills. These multiple entry points will also provide challenging learner opportunities to address the learning needs of higher achieving students.

After a meeting with administrative staff, teacher, guidance, and students, program activities are customized. Teachers will participate in the provision of activities to assure that they are aligned with NY State and NYC Common Core curricula.

To ensure they plan for individual student needs, teacher teams will review unit plans, unit assessments, lesson plans, curriculum maps, and Individual Education Plans (IEP) for students with disabilities regularly. In addition, teacher teams will review student work and data collaboratively.

Teachers at IS 349 provide a safe and nurturing environment. Expectations and classroom rules are established. Teachers are able to provide highly motivated tasks in a non-threatening environment. Teachers recognize the individual needs and experiences of students and work together to better understand and support those diverse needs.

The major data sources teachers will review during grade team meetings includes student results on unit assessments that are aligned to the CCLS . Additionally, teachers will utilize the looking at student work protocol to review granular level student work during grade team meetings.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, through structured grade team meetings teachers will develop a curriculum map and at least four Common Core Learning Standards aligned, rigorous units with multiple entry points for all students for each course in the school.

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Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will meet three times weekly in structured grade team meetings, led by a grade team leader. The grade team leaders will meet with the principal weekly to discuss new initiatives in the school, and communicate the professional development needs of teachers in aligning curriculum maps and unit plans to the CCLS. During grade team meetings, teachers will engage in a cycle of inquiry, using one meeting to review high level student data, such as benchmark exam results, unit exam results, and other sources of student data. The second meeting of the week will focus on the use of the looking at student work protocol, providing teachers with the opportunity to exam granular student work. The final meeting will focus on making curricular adjustments, based upon data analysis. These curricular adjustments will result in the creation curriculum maps and unit plans that are aligned to the CCLS and provide multiple entry points for all learners, specifically ELLs and SWDs.</p>	<p>All Teachers</p>	<p>9/15–6/16</p>	<p>Principal, Grade Team Leaders</p>
<p>Monday Professional Learning Sessions are geared to increase educator effectiveness thus resulting in the development of teaching strategies which provide multiple entry points for all learners. Professional development sessions will be developed in collaboration with the school administration and the professional development committee, which will meet on a weekly basis. The effectiveness of professional development will be monitored during the observation and feedback cycle.</p>	<p>All Teachers</p>	<p>9/15–6/16</p>	<p>Principal, Assistant Principal, Professional Development Committee</p>
<p>Peer Collaborative Teachers (PCTs) will develop cycles of intervisitation in collaboration with the school administration to highlight effective practices in the implementation of rigorous, CCLS aligned curriculum with multiple entry points for all students. PCTs will create a structure for intervisitation including a formalized protocol to provide teachers with concrete next steps and to expand exemplary practices throughout the school.</p>	<p>All Teachers</p>	<p>9/15–6/16</p>	<p>Principal, Peer Instructional Coaches</p>
<p>Families will be provided with information regarding the development of a CCLS aligned, rigorous curriculum during a curriculum night in September and during Parent-Teacher</p>	<p>All Parents and Families</p>	<p>9/15–6/16</p>	<p>Principal, Parent Coordinator, Community School Director</p>

Conferences on three additional evenings during the school year. These conferences will be communicated through letters and phone calls. Furthermore, families will receive a monthly calendar, inviting them to events sponsored by the school in collaboration with the school's CBO partner, The Center for Supportive Schools. These events will include workshops on the CCLS, and strategies to support student learning at home.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will be programmed to provide three common periods during the week to meet in grade teams. Additionally, teachers will have two additional periods provided for common planning.
- The school will develop common templates for curriculum mapping and unit plans.
- Grade team leaders and members of the professional development committee will have time scheduled for weekly meetings with school administration to collaborate on grade team agendas and professional development planning.
- Teachers will be provided with curricular resources to support the development of CCLS aligned curricula.
- The school will participate in the Teacher Incentive Fund Grant to support the training and programming of two Peer Collaborative Teachers.

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, through structured grade team meetings teachers will develop a curriculum map and at least two Common Core Learning Standards aligned, rigorous units with multiple entry points for all students for each course in the school.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection:</p> <p>Tenet 2.2:</p> <p>According to the school's 2014-15 Quality Review (QR), "School leaders communicate high expectations through the staff handbook and memos providing advisement and guidelines to staff." This strength allows for the communication of high expectations to all teachers. However, based upon student achievement data on the NYSED ELA (11% proficient) and NYSED Math (10% proficient) exams and the QR report, which stated "During the teacher team interview, it was stated that because scores are low after assessments are analyzed, individual or group goals are not created for students", there is a need for the development of SMART goals on the whole school and teacher level.</p> <p>Tenet 2.3:</p> <p>According the QR, "school leaders have developed a cycle for teams to meet representing vertical meetings for three sessions in the month and an entire staff meeting on the last session." The scheduling provided time for teachers to</p>		

meet in teams, however there is a need to create a program that facilitates greater teacher collaboration in horizontal and vertical teams.

Tenet 2.4:

According to the 2014-15 School Quality guide, 88% of respondents on the New York City School Survey offered positive responses to the school's instructional core, ranking below both the city and peer ranges. Additionally, the school survey also revealed that 88% of respondents offered positive responses to the systems for improvement section, slightly above the city and peer ranges. Additionally, according to the QR "Instructional practices in most classrooms limit the opportunities for students to think deeply, engage in discussions and produce meaningful work products." It is necessary for the school to develop enhanced observation and feedback cycles to support teachers in delivering effective instruction that meets the needs of all students.

Tenet 2.5:

According to the QR, "the use of vague terms as teachers plan for differentiation does not address misconceptions in students, provide support for students to access content and thereby resulting in missed opportunities by teachers to provide meaningful and purposeful support for at risk and struggling learners." It is necessary for the school to implement an evidenced based system to more accurately assess the quality and consistency of teaching across all classrooms, such as the continued implementation of the Advance system and use of the Danielson Framework for Teaching.

Priority Need:

The priority need in the element of effective school leadership is for school leaders to engage in continuous observation and feedback cycle to provide actionable feedback to all teachers to ensure that students are receiving instruction that provides opportunities for student engagement in rigorous intellectual activities for all students, including ELLs and SWDs .

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leaders will work collaboratively with staff and other stakeholders to develop and implement a shared vision and mission. They will establish expectations, identify barriers, and set goals to achieve organizational effectiveness. Diverse stakeholders, including those with conflicting perspectives will be engaged in ways that build a shared understanding and commitment in an effort to foster ownership of the vision of the school. To ensure strong CBO partnership, the principal will advocate for and act on commitments in the vision, mission, and goals to provide

equitable, appropriate, and effective learning opportunities for every learner. Systems in place to measure improvement will be: teacher observations, student -teacher surveys, and Quality Review.

The school leader will monitor student progress on periodic assessments and engage teachers in conversations based upon student achievement on these assessments. Additionally, the school leader will monitor teacher performance in the Advance system, tracking teacher ratings in each of the components of the Danielson Framework for Teaching. Based upon the monitoring of these systems, the school leader will provide targeted supports for teachers and adjust school programs to support student learning. Supports will include actionable feedback, referral to professional development for teachers, and teacher intervisitation . The school leader will collaborate with members of the school instructional cabinet to ensure these supports are impactful . These collaborations will occur during regularly scheduled meetings.

The school will provide additional instructional time in literacy and math to support student achievement in these subjects. Additionally, Extended Learning Time will be provided for five hours per week to support student achievement. Organization of student and teacher programs will be designed to achieve the following:

- Show collective responsibility for student learning by helping students achieve at higher levels
- Allow teachers to benefit from higher levels of professional learning
- Provide avenues for teacher to share teaching practices and engage in critical conversations about improving instruction
- Improve student achievement and their professional practice at the same time that they promote shared leadership

To conduct observations school leaders will implement the Advance system, using the Danielson Framework for Teaching as the primary tool in evaluating teacher performance. Additionally, the following principles will guide the observation and feedback process:

- Engaging teachers in continuous dialogue regarding teaching practice
- Holding teachers accountable for multiple measures of student learning, growth, and achievement
- Professional dialogue during pre and post observations
- Short, frequent cycles of observation (approximately every 4 weeks)
- Tailored professional development opportunities based upon observation data

To ensure that the Social-Emotional needs are met, the Center for Supportive Schools (CSS) will subcontract to provide a social worker to conduct counseling. Referrals to community-based and mental health agencies will be made according to the circumstances affecting the student. Examples are:

- Providing confidential counseling on a one-to-one
- Maintain contact and progress notes
- Coordinate co-curricular activities supporting youth development and academic success

The school leader will delegate specific roles and responsibilities to assistant principals and the community school director based upon their individual strengths. These responsibilities will be monitored during weekly cabinet meetings and individually scheduled weekly check-ins.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders will engage in continuous cycles of observation and provide teachers with actionable feedback to improve teaching practices resulting in the achievement of a performance index of 73 on the NYSED Math Assessment and a performance index of 66 on the NYSED ELA as measured by the New York City School Quality Guide.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>All teachers will have an individual Initial Planning Conference with a school leader. During this meeting, instructional expectations will be shared, and teachers will have the opportunity to reflect upon their current practice. At the conclusion of this conference, teachers will collaborate to identify next steps and the supports required to enact these next steps.</p>	<p>All Teachers</p>	<p>9/15-10/15</p>	<p>Principal, Assistant Principals</p>
<p>All teachers will engage in a data meeting, reviewing student achievement data based on NYSED assessments and baseline assessments. Teachers will collaborate to identify the appropriate supports for students based upon their needs. At the conclusion of this meeting, teachers will identify a SMART goal for the student achievement during the year. Teachers will engage in two subsequent meetings during the school year, a mid-year check-in to review benchmark assessment results, and a final meeting in late May to review student progress and develop a SMART goal for the next school year.</p>	<p>All Teachers</p>	<p>10/15-6/15</p>	<p>Principal</p>
<p>School leaders will engage in norming activities to ensure that ratings are calibrated across the school. Additionally, the administrative cabinet will meet to review all</p>	<p>Administrators</p>	<p>9/15-10/15</p>	<p>Principal, Assistant Principal</p>

observation reports to ensure that teachers are provided with actionable next steps. After conducting the initial round of norming activities, the administrative cabinet will conduct additional norming activities as needed to ensure consistent feedback is provided to all teachers. Additional support will be provided by the district Teacher Evaluation and Development Coach during monthly visits.			
Administrators will engage in continuous observation and feedback cycles. Each cycle will last approximately four weeks, and will provide teachers with actionable feedback and next steps for improvement. Teachers will be provided with targeted professional learning opportunities based upon each cycle of observation, with next steps including, but not limited to, intervisitations, in-house professional learning opportunities, outside professional learning opportunities, buddy teachers, and Learn modules.	All Teachers	10/15-6/15	Principal, Assistant Principals

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources include:											
<ul style="list-style-type: none"> • Time scheduled for norming activities among administrators • Per Diem subs for coverage for professional learning opportunities • Funds for outside professional learning opportunities 											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, school leaders will engage in continuous cycles of observation and provide teachers with actionable feedback to improve teaching practices resulting in the completion of at least three cycles of teacher observations.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection:</p> <p><u>Tenet 6.2:</u></p> <p>According to the 2014-15 Quality Review (QR), "The school provides support for families and students in understanding expectations connected to college and career readiness." This strength supports families in understanding the high school application process. However, according to the 2014-15 School Survey Report, 78% of responded positively to the Strong Family-Community Ties section of the survey. There is a need to more effectively communicate high expectations to families.</p> <p><u>Tenet 6.3:</u></p> <p>According to the QR, "teachers indicated that they contact parents to discuss academic and social difficulties and utilize the Tuesday time to meet with families." A strength is consistent communication during the parental engagement time on Tuesdays. Another strength is the 62% parent response rate on the School Survey, 12% higher then the city average. A need is to provide additional strategies for parents through workshops so they are better positioned to support student achievement.</p> <p><u>Tenet 6.4:</u></p>		

According to the QR report, "A partnership with City University of New York (CUNY) Translanguaging program supports the development of pedagogy that works with English Language Learners (ELLs) and Students with Interrupted Formal Education (SIFE). One of the goals was to enhance the ecology of school as evidenced by a welcoming team to support newcomers and all public spaces reflect labels and signs in both English and Spanish." The use of these signs creates a welcoming environment for parents and families, however, there is a need to provide additional training opportunities to support student success.

Tenet 6.5:

According to the QR, "the school is developing a progress report that will provide feedback to families regarding the progress of students in meeting state standards." A strength is the distribution of report cards, however, a need exists in creating a system to more regularly allow parents to track student progress.

Priority Need:

The priority need is to increase parental attendance at school events to encourage greater parental involvement in school decision making processes.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Within the Community School model, the focus is on the whole child. Community resources will be strategically organized to support students and connect to the community, while supporting the core instructional program. IS 349’s objective is to create a welcoming and engaging climate with strong relationships and communications between families and school staff. Upon entering the building families will immediately be greeted by a Security Officer. Signs and directions are posted in English and Spanish. The main office is located on the third floor. Once they arrive, they will be greeted by a staff member that is gladly willing to offer assistance. The Parent Coordinator is also a key person available in creating a welcoming environment for parents.

To support families and their involvement in the school community, the school will do the following:

- Create and implement high-impact family engagement strategies that drive student achievement and school improvement.
- Effectively engage the school community in school planning, budgeting, and plan implementation.
- Create welcoming and inviting schools where all people feel welcome.
- School leadership and parent and community leaders effectively partner and communicate.

- Leverage community partnerships to enhance students learning and experiences.

Along with our efforts, our CBO , Center for Support Schools (CSS) will provide additional Community Outreach by doing the following:

- Outreach and Enrollment Process which will involve parent information forums, individual family meetings and student orientations
- Parent Engagement and Empowerment services -to target families in need of crisis intervention.
- Home visits will be conducted; parent meetings will be planned with families on an as-needed basis;

CSS staff members will collaborate with the Parent Coordinator and Attendance Supervisor on parent workshops and work to develop strategies encouraging greater family involvement in other school activities.

Parents will be provided with a dedicated space in the form of a PTA room equipped with computers and phones to support PTA activities. Additionally, the PTA will have access to a dedicated room to hold parent meetings and workshops.

In collaboration with CSS , families will be offered adult learning opportunities in the form of English Language classes and additional parental workshops. These workshops will be provided based upon parent surveys, identifying the areas of need within the community.

Families will be able to access and understand student data and progress through the implementation of Datacation's PupilPath program. This program provides parents with information regarding student progress both academically and socially. Parents will be provided with training on how to access and understand PupilPath during school events.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the percentage of student & family awareness of goals, plans & involvement in decision making processes that impact the education of their children will increase by 50% as measured by parent attendance sign-in sheets at school events.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>The SLT will meet in an on-going basis to plan & develop school goals, decide on educational priorities; review & revise the RSCEP.</p>	<p>Parents</p>	<p>9/15–6/16</p>	<p>Assistant Principal</p>
<p>The school will implement the Pupilpath system to inform parents about student progress towards goals. Parents will receive training in the Skedula platform during Parent-Teacher Conferences and during workshops provided by Aspira. The use of Pupilpath will ensure that parents are aware of student progress towards achievement of the aforementioned goal.</p>	<p>Parents/Students</p>	<p>9/15–6/16</p>	<p>Assistant Principal</p>
<p>Parent outreach in the form of organized factual reports to the community about student academic process through newsletters, progress reports & report cards.</p>	<p>Parents</p>	<p>9/15–6/16</p>	<p>Assistant Principal, Parent Coordinator</p>
<p>Parent workshops will be held on a monthly basis. These workshops will be conducted in collaboration with CSS, based upon a needs assessment of the school community. Topics will range from understanding the CCLS, to parenting skills and others.</p>	<p>Parents</p>	<p>9/15–6/16</p>	<p>Principal, Parent Coordinator, Community School Director</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources include a partnership with CSS , the selection of a Community School Director. Funding to permit the school for parent workshops. Per session for school staff to attend parent workshops.</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>	<p>X</p>	<p>P/F Set-aside</p>		<p>21st Century</p>	<p>X</p>	<p>C4E</p>
	<p>Title I 1003(a)</p>	<p>X</p>	<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the percentage of student & family awareness of goals, plans & involvement in decision making processes that impact the education of their children will increase by 50% as measured by parent attendance sign-in sheets at school events.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June, 2016, 10% of all students will increase the median adjusted growth percentile in ELA and Math as measured by the School Quality Guide through the implementation of ninety minutes of additional instruction in Math and Literacy per week.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • 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. • 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. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • 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. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?
The ELT model will include additional learning opportunities for each student by offering a block of ELA instruction, Math instruction, and targeted interventions provided in collaboration with CSS. Supports will include:

- LeAp Public Arts program: This program is implemented to provide art enrichment opportunities for two groups of students each week starting January 21, 2016, providing a social-action-through-art educational experience.
 - Twice per week starting in late Jan, a Leap teaching artist conducts a twice-per-week art residency with two classes (*all student populations are encouraged to participate, Students explore social issues in their community and select one or more issues most relevant to them—issues have included gangs, violence, drugs, environment, health care, racism, religious tolerance, bullying, teen pregnancy, economic inequality, etc.*)
 - Students study the history, practice and power of public art as a means of communication to a large audience and as a means of social action
 - Students meet with internationally-renowned artists at an art studio, site of work or at the school—artists have included Christo, Julian Schnabel, Chuck Close, Jenny Holzer, Mark di Suvero, Lorna Simpson, Milton Glaser, Kenny Scharf, among many others
 - Students ultimately create a large-scale art work expressing themselves on the issue selected. They create a mural, mosaic or collage using a school lunchroom table as a canvas (that we provide)—a symbol of student ideas and conversations.
 - There is a high profile opening/press event at Union Square in May to launch the summer exhibition at which students present their beautiful and meaningful tables and address social issues. Top city officials and artists are there to honor students—past speakers and attendees have included Schools Chancellor Dennis M. Walcott, NYC Cultural Affairs Commissioner Kate Levin, NYC Parks Commissioner Adrian Benepe, Guest Artists Christo and Chuck Close, and many others.
 - Following the opening event at Union Square, the art tables are installed in the local parks (one near each school) and there are 10 press/opening events. (*TV and print media coverage has included NBC, CBS, Fox, NY1, Daily News, New York Post, Amsterdam News, etc.*)
 - The tables will be on display for the entire summer 2016 and hundred of thousands of New Yorkers see and use the tables and explore the issues that the students have addressed.
- LeAp All Learning Leads to Literacy (ALLL) program: ALLL 6-8 brings innovative teaching strategies to middle school students and teachers. LeAp utilizes innovative visual arts, writing, and theater activities to teach literacy through the English Language Arts curriculum. This program is designed to improve vocabulary, comprehension, and grammar skills while encouraging students to enjoy language. Teachers participating in ALLL 6-8 will obtain these teaching skills during professional development workshops, held on site at the school. In addition, LeAp teaching artists work directly with students, modeling the integration of the strategies into classroom curriculum during ELT sessions. Three groups of students participate in ALLL on Wednesdays for ~45 minutes each and two groups of students participate in ALLL on Thursdays for ~1 hour 10 minutes each starting January 21, 2016.
- Salvadori Center BRIDGES program: Salvadori programs promote college and career readiness, emphasize higher order thinking skills, incorporate the Danielson Framework for Teaching, provide scaffolds in English and high-quality supports and extensions, yield student work products that reflect high levels of thinking, participation and ownership. Through our partnership, a math and science enrichment program, BRIDGES, will be provided for one class of students for 90 minutes each Thursday for 12 weeks. In the BRIDGES program, students will identify the characteristics that make a bridge unique, investigate the different types of bridges and their functions, and learn about the history of some of the world’s most prominent bridges. Students will also be able to identify the structural parts that make up different types of bridges, and understand the forces that enable each bridge to support a load. For their final project, students will work in teams to develop a proposal that addresses a community problem and then construct a scale model of a truss bridge. Vocabulary and math skills will be taught as integral components of the program.
- Brienza’s Academic Advantage tutoring: To provide additional academic support for high need students in math and ELA, Brienza’s Academic Advantage will provide 10 skilled tutors to work with 150 students in targeted small groups during ELT on Wednesdays and Thursdays. Tutors will focus on targeted math and ELA skill development using the Brienza’s curricula, supporting students for a total of seven intensive weeks of tutoring beginning in February 2016.

The additional supports in ELA and Math will improve the likelihood of student graduation and preparation for high school.

The ELT program will meet the unique learning needs of students by offering smaller group instruction, targeting specific student needs. Additionally, the elective courses offered will be grounded in either literacy or math instruction, and provide an opportunity for students to experience learning opportunities in unique methods.

Beginning in February of 2016, the school will also implement Read 180, a research based reading intervention to support student achievement on the ELA exam. Additionally, a group of approximately 20 students will participate in the Wilson program. The program will be supervised by the principal through bi-weekly meetings with teachers to monitor student progress as measured by Lexile levels.

Families will be contacted via letters and phones, informing them of the ELT model and the importance of student attendance. Additionally, during school events and parent workshops, parents will have the opportunity to learn more about the ELT program.

Outreach to families will be made in partnership with CSS, the school's Parent Coordinator, and other key staff to communicate expectations regarding the ELT program.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Program activities are customized in consultation with administrative staff, teachers, counselors and students. Teachers participate in the provision of activities, ensuring that lessons are aligned with NYS and NYC Common Core curricula.

The principal and assistant principal will oversee the work.

Part 4b. Timeline for implementation and completion, including start and end dates.

The program will start September 2015 and end June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Title I & TL funds will be used to support our activities.

- - Afterschool pro rata : 2 supervisors, 13 teachers X 2.5 hours X 48 sessions

The program will run on Wednesdays and Thursdays from 2:22pm – 4:52pm.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
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	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other
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Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016, 10% of all students will increase performance on benchmark ELA an Math assessments through implementation of ninety minutes of additional instruction in Math and Literacy per week.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, through the variety of services offered to students and families in partnership with the Center for Supportive Schools (CSS) , the percent of positive responses in the Strong Family-Community Ties of the NYC School Survey will improve by 4%.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target populations served by the Community School Population will include the following groups and services:

- All students, as all students will receive eye glass screening.
- At risk students will receive mental health counseling through a part-time Social Worker.
- All Families will be offered workshops in parenting skills.
- Targeted families will be offered adult education opportunities and parent leadership courses.
- At risk students will be targeted with attendance initiatives to improve student motivation to attend school

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Administrative staff of IS 349 and SLT met and selected CSS as the Community-based partner organization (CBO). A job posting was made available for anyone with the qualifications to apply. A needs and asset assessment was given and the results will be strategically used for planning the 2015-16 school year. The Community School Director will be responsible for coordinating outside resources to support school improvement efforts.

ELT programming (as described above) has been designed to provide both enrichment opportunities and targeted

academic interventions based on the needs assessment. The Expanded Learning Time (ELT) schedule provides time for Parent Engagement & Outreach every Tuesday from 2:22pm – 3:37 pm. The parent engagement piece will be supported by CSS and will include Culturally Responsive Family Engagement Professional Development, which builds capacity for staff to become culturally responsive, thus enabling them to effectively engage and immerse families as education partners. Additional outreach services to target families to maximize impact and ensure student success are: Home visits, parent meetings, and workshops.

Also, in collaboration with CSS the school will offer parents to attend events/workshops. Parent Workshops will be given to help parents and care givers have a better understanding of the NYSED Parent Report as well as the Common Core State Standards by providing necessary information concerning their child’s literacy and general school goals.

Through a partnership with Interborough, both targeted students and families are offered mental health and social services supports. A Social Worker is on-site three days per week (Monday – Wednesday) to provide clinical mental health services to targeted students at an established on-site mental health clinic. A Family Case Worker is on-site one day per week (Tuesdays) to provide social services supports to families.

Also, in collaboration with CSS the school will offer parents to attend events/workshops. Through a partnership with Ramapo for Children, a series of eight workshops will be held on Saturdays and on evenings February through June 2016 to help parents and caregivers gain critical strategies and tools to support their parenting and their support of their children’s learning. In addition, CSS and the school will collaborate to provide parents with a better understanding of the NYSED Parent Report as well as the Common Core State Standards by providing necessary information concerning their child’s literacy and general school goals. Further, CSS will be exploring a partnership to provide ESL classes for parents to respond to this acute community need.

Also through Ramapo for Children, six days of professional development for selected teachers will be provided, including written and verbal debrief and goal-setting sessions focused on improving instructional quality, student engagement, and culturally responsive practices. Further, through this partnership, all 6th graders will participate in a social and emotional skill building retreat day on March 17th. To encourage ELA and Math performance, students will understand that they need to complete key milestones through MyOn and Mathletics to participate in this special trip.

In partnership with CSS, IS 349 will also implement two additional evidence-based programs to support students’ social and emotional development:

- Peer Group Connection – Middle School (PGC-MS): A research-based program that supports and eases students’ successful transition into middle school. Centered on the themes of *Identity, Community, and Leadership*, the program taps into the power of 8th graders to create a nurturing environment for incoming middle school students. PGC-MS is the middle grades version of the Center for Supportive Schools (CSS) flagship program, Peer Group Connection – High School (PGC-HS), an evidence-based and school-based program that supports and eases students’ transition from middle to high school. PGC has been recognized by the National Dropout Prevention Center as a Model Program demonstrating *Strong Evidence of Effectiveness*, its highest effectiveness rating, and evaluation results consistently demonstrate improvements in students’ academic, social, and emotional skills, resulting in significantly lower dropout rates; improved grades; fewer discipline referrals; and avoidance of high-risk behaviors. CSS will provide training to selected staff during Spring 2016 to prepare for program implementation in September 2017.
- Achievement Mentoring: The *Achievement Mentoring Program* [also known as *Behavioral Monitoring & Reinforcement Program (BMRP)* and formerly called Prevention Intervention] is a school-based prevention and intervention program for grades four through 11 that has been proved effective in reducing negative behaviors, improve academics, and reduce drug and alcohol use. *Achievement Mentoring* contributes to a school environment that allows students to realize that their actions can bring about desired consequences and reinforces this belief by eliciting participation from teachers, parents, and other significant adults in the student’s life. The program has been described as a Model Program by the National Dropout Prevention Center; noted as a Blueprints Promising Program by the Center for the Study and Prevention of Violence; and

evaluated as positive by the Office of Juvenile Justice and Delinquency Prevention. AM is being implemented through the AmeriCorps Success Mentor to start beginning January 2016. CSS will be working with each school to assess how to expand the program to include additional staff as mentors over the 2016-17 school year.

Through monthly Community School Team meetings, parents will have the opportunity to engage in the progress of the community school work and provide feedback on the future directions of the work.

The principal will meet with the assistant principals and the Community School Director and other key partner staff on a weekly basis to review leading indicators, including student attendance and OORS data. Based upon analysis of this data, individual action plans will be created to provide additional social emotional supports for at-risk students.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The principal, assistant principal, and the community school director will oversee the programs. Teachers will be invited to apply through job postings in the school and district. CSS will further support the ELT program by providing reserve teachers to facilitate smaller learning environments for all students and allowing targeted interventions for academically at-risk students.

The community school director, in collaboration with the principal, will coordinate with the Ridgewood Bushwick Advantage program to provide a voluntary after school program for students on days when ELT is not in session.

The program will be monitored through weekly meetings tracking student attendance and student behavioral data through the OORS system. Additionally, at the close of each marking period, student scholarship will be reviewed to measure the impact of services to student performance in the classroom. Lastly, the administration of benchmark assessments will provide an additional data points to track student progress towards proficiency in ELA and Math.

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

Resources include one supervisor and 4 teachers per program. Snacks will be provided by the Office of School Food and Nutrition. Student & Teacher resources such as workbooks will need funding

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

The program will start September, 2015 and end June, 2016. The program will run on Wednesdays and Thursdays from 2:22pm – 4:52pm.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Support to students whose reading performance is not at grade level as per the NYS ELA Scores .	This service focuses reading instruction on fluency .	Small group	Extended Learning Time, Pull-out/Push-in services during the school day
Mathematics	Support to students whose computative performance is not at grade level as per the NYS Math Scores.	This service focuses math instruction on computation/analytical skills .	Small group	Extended Learning Time, Pull-out/Push-in services during the school day
Science	Student performance on in-house assessments. The need for guidance in satisfactorily completing the exit project.	The goal is to raise student achievement by providing opportunities to understand & apply scientific concepts, principles & theories set forth in the NYS / NYC Standards. This is done through organizers, experiments/presentations, field trips, research reports and/or exit projects.	Small group	Extended Learning Time, Pull-out/Push-in services during the school day
Social Studies	Student performance on in-house assessment. The need for guidance in satisfactorily completing the exit project.	The goal of this program is to raise student achievement by providing opportunities to understand history through research & media films. Eighth grade students are also provided assistance toward completing exit projects.	Small group	Extended Learning Time, Pull-out/Push-in services during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Identifies at-risk students & schedules as needed individual & group	Guidance -At-risk students will have the opportunity to share issues, in privacy, which may be impeding their social, emotional & academic progress.	One on one /small group	Pull-out services during the school day

	<p>counseling to develop caring relationships with adults & obtain positive feedback which helps build self-esteem & self-confidence.</p> <p><u>School Psychologist</u> conducts a comprehensive evaluation of at-risk students' academic, emotional & social progress.</p>	<p>Through structured & progressive series of activities & experiences, students will increase their capacity to develop social, emotional, ethical & cognitive competencies.</p> <p><u>School Psychologist</u> prescribes intervention measures & programs long & short term, to address the needs of at-risk students.</p>		
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Section 9: 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 section where the response can be found [for example, Section 5A-Part 4]
- 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

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.
<p>In order to ensure that current staff becomes highly qualified, we will:</p> <ul style="list-style-type: none"> • Increase the teachers' awareness level & expertise using different sources of student data available to them • Common planning time is deliberately structured to result in improved instruction & all students engaged in challenging academic tasks. • Have continuous meeting amongst teachers, data specialist & administration to examine students' data & design instructional plans addressing students' needs & strengths. • Maintain & support collaboration amongst all teachers including ESL & Special Education teachers by subject during departmental meetings to intensify student achievement. • Focus professional development strategically to address specific topics where students need extra attention as identified by data from in-house/school wide assessments. • Formal & informal observations will ensure that the vast majority of teachers are engaged in inquiry-based structured professional collaborations that have strengthened teachers' instructional capacity including CCLS integration • Feedback to teachers accurately captures strengths, challenges & next steps using a research-based common teaching framework that articulates clear expectations for teacher practice, supports teacher development & aligns with professional goals for teachers. • TIF grant will allow experienced teachers provide peer support to teachers to build their practice based on feedback & coaching conversations. • Data Specialist is part of the instructional cabinet & meet periodically to assess the progress towards attaining school goals & individual teacher professional growth. • On site PD will be available to provide teachers with varying instructional strategies.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Professional development component involves the integration of technology & using the professional development team to strategically plan for effective delivery. Our teachers participate in programs such as the Teacher Leadership Program, Teacher Incentive Fund grant & Bridging the Gap program. All of these programs involve teachers taking on leadership roles & they all provide strategies for communication with colleagues, sharing information, intervisitation, protocols for meetings etc. Their efforts supported by administration & accepted by their colleagues.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	445,467.00	X	5A, 5C, 5D, 5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	86,899	X	5A, 5B, 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,084,857	X	5A, 5B, 5C, 5D, 5E

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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.

I.S. 349 – The School of Math, Science & Technology

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **I.S. 349 – The School of Math, Science & Technology**, 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. **I.S. 349 – The School of Math, Science & Technology** 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.
 - Develop strong parental involvement through the implementation of incentive trips for families to improve student attendance. The trips will take place at various locations.

School-Parent Compact (SPC)

I.S. 349 – The School of Math, Science & Technology , 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 on assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>I.S. 349 Math, Science & Tech.</u>	DBN: <u>32K349</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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>90</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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here: IS 349 is committed to provide school based professional development in collaboration with network support, and CUNY support to build the capacity of the school, to improve all academic areas of the target population. During these professional development sessions teachers will learn how to implement scaffolding strategies into their teaching. As part of our work at IS 349, teachers of ELL students participated in the NYSEIB Translanguaging Professional Development where they learned to integrate instructional tasks to support language development. The goal for year two partnership with NYSEIB is to develop the capacity of ESL Teachers and content areas teachers to integrate instructional tasks to support language development. This year the teachers of monolingual classes will integrate these strategies mentioned above. NYSEIB staff which includes Dr. Maite Sanchez, Project Director, CUNY Brian A Collins, PHD Assistant Professor and content area teachers are co-planning and co-teaching lessons that will impact on student development in content and support language development. Ms. Soto, ESL teacher and Mr. Portes, NLA teacher, and Ms. Marquez ELA teacher will provide professional development on the translanguaging strategies learned to the

Part C: Professional Development

general/content classrooms and Title III teachers. The bilingual team will work with general/content teachers to refine instructional tasks and embed language objectives in the lesson to amplify the academic and linguistic learning of ELL's and former ELL's. Professional Development Topics include: Scoring the NYSESLAT, Teaching Language Through Content Instruction for ELLs, Developing Academic Literacy for ELLs, Integrating Scaffolding Strategies in the Daily Lessons, Integrating Tasks that Support Language Development, and Planning Effective Lessons for ELLs aligned to the CCLS. The professional development sessions will take place every first Monday of the month. In addition, a common prep time has been set aside every Thursday until June from 9:40 a.m. to 10:25 a.m. in which the Title III ESL teachers will work collaboratively with the ELA teachers to develop lesson plans and revise units of study to improve the achievement of our ELL's. During this time ELA/ESL teachers will continue to analyze the data and make unit modifications to improve instruction and increase the achievement of our ELL's.

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 349
School Name School of Math, Science & Technology		

B. Language Allocation Policy Team Composition

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

Principal Michael Loughren	Assistant Principal Madeline Rodriguez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kenia Soto	School Counselor Brigitte Aponte
Teacher/Subject Area Luis Ortiz	Parent Jose Alvaro Guillen
Teacher/Subject Area Victor Portes	Parent Coordinator Carmen Alverio-Hope
Related-Service Provider Shams Momin	Borough Field Support Center Staff Member Yazmin Torres
Superintendent Lillan Druck	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	312	Total number of ELLs	82	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education									1					0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	18
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	42	Long-Term (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	17	3	0	1	0	0	1	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	13	1	5	41	1	9	9	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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 Spanish								8	11					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							28	20	15					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							4	1	17					0
Emerging (Low Intermediate)							2	2	5					0
Transitioning (High Intermediate)							3	2	3					0
Expanding (Advanced)							19	15	9					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								6	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	7	0	0	0
7	16	1	1	0	0
8	17	1	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	20		9		1		0		0
7	12		8		2		1		0
8	11		7		0		0		0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Initially, the school analyzes student performance on the NYSITELL to determine student reading levels. Additionally, the school uses a combination of assessments for ELLs, including the NYCDOE Fall and Spring ELL assessments, NYCDOE Performance Assessments in core subjects and teacher created assessments. Analysis of this data takes place during grade team meetings, and surfaces effective teaching strategies for ELLs and identifies targeted areas of student need to make modifications to CCLS aligned curricula. Based upon this data, the school will make modifications to student programming to provide additional supports for ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
ELL students require additional supports and interventions in ELA and Math across all grades. [expand after analyzing data]
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO tool is used to identify student needs and provide additional services to support student learning. The data reveals that ELLs are not meeting achievement objectives.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Student performance is similar across all performance levels. {need to enter data regarding testing in home language in this area}.

Teachers meet in grade teams to analyze ELL periodic assessment to identify student progress and assess the effectiveness of interventions in supporting ELL learning. During grade team meetings, teachers make modifications to curriculum to offer multiple entry points to support ELL learning.

Additionally, this data is used by school leadership to conduct inquiry work and identify areas in which additional content-area push-in support can be offered to ELL learners in the bi-lingual program, as well as identifying professional development interventions to support teachers in providing high quality instruction for ELLs. School leadership will also use this data to identify strong teaching

practice, and share strategies across the school. Through periodic assessments, the school is learning progress that ELLs are making towards mastery. The home language is used extensively in the bi-lingual program to support student learning. Students are also provided glossaries in their native language to support the development of academic vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*] IS349 addresses ELT, RTI, Website MYON
6. How do you make sure that a student's new language development is considered in instructional decisions?
Instructional needs of ELLs are discussed in grade team meetings, using data to make modifications to instructional strategies and curriculum planning. Additionally, students are placed into the school's bi-lingual program based upon student need. Our instructional cabinet including our Peer Instructional Coaches will continue to promote the use of content objectives and linguistic objectives in all classrooms as modeled by our demonstration teachers. Supplemental materials will be purchased to implement an effective afterschool program and increase time on task to support our ELL's. Based on student data and performance level, teachers determine the amount of English to increase or incorporate into their work with the ELL population. A parent conference is conducted to inform parents of the changes in the delivery of instruction in order to facilitate parental support and engagement in the instructional process. The content area teacher also applies a progression of the amount of English incorporated in the lesson based on formal and informal assessment and student needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success of programs for ELLs are evaluated based upon student progress on benchmark assessments, teacher created assessments and classroom observations to evaluate the effectiveness of the implementation of instructional strategies.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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

At registration, parents of first-time admits are given a Home Language Survey (HLIS) to identify the student's home language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. The oral interview is given by Ms. Kenia Soto, the English as a Second Language teacher, who speaks Spanish and English. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. After the assessment, the ESL teacher will determine if the child is eligible to test with the NYSITELL in order to determine English language proficiency. The completed (HLIS) form is placed in the student's cumulative file and remain a part of the student's permanent record. The NYSITELL will be administered by Ms. Kenia Soto, only once to a student to determine eligibility for Bilingual Education or ESL services. All NYSITELL eligible new entrants that speak other language than English will be tested within the first ten days of initial enrollment.

Once the NYSITELL is administered, the answer document is scanned immediately upon administration to determine the student's ELL entitlement status. If the results from the NYSITELL indicate that the child should receive bilingual or ESL services Ms. Kenia Soto will send out an entitlement letter to the parents to inform them about the child's identification. If the student scores a proficient level on the NYSITELL the student is not considered for ESL or Bilingual services. Then, the student is enrolled in a general education program.

The Spanish LAB is administered to all new entrants in grades 6 to 8 whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results. The Spanish LAB is administered by Ms. Kenia Soto at the time of initial enrollment during the same testing time as the NYSITELL.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students who struggle academically are administered the SIFE Questionnaire and based upon the results are identified as such. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. Newly admitted student work and benchmark or teacher created assessments are analyzed during teacher grade team meetings within 30 days of admission.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT team consists of Ms. Kenia Soto, ESL Teacher, Mr. Felix Claudio, Bilingual School Psychologist, Ms. Janine Francis, Speech Therapist, Madeline Rodriguez, AP and a parent.

If the student has an IEP and the HL is other than English the LPT reviews evidence of the student's English language development. The LPT recommends the student to take the NYSITELL to determine ELL status. After the student takes the NYSITELL the ELL Identification Process continues as with all students.

If the LPT recommends the student NOT to take the NYSITELL, the LPT's recommendation is sent to the principal for review. Upon review, the principal will determine if the student should take the NYSITELL. Student takes the NYSITELL to determine status. ELL identification Process continues as with all students.

Upon review, principal determines the student should NOT take the NYSITELL. The Principal's determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. Upon review, superintendent or designee determines the student should take the NYSITELL. Student takes the NYSITELL to determine ELL status. ELL identification Process continues as with all students.

Upon review, superintendent or designee determines the student should NOT take the NYSITELL. Parent is notified. ELL Identification Process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Ms. Kenia Soto, ESL teacher will send a non-entitlement letter to the parent informing them that the child is not entitled to receive Bilingual Instruction or ESL services. Both Entitlement Letters and non-entitlement letters are filed by Ms. Madeline Rodriguez.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The Parent Coordinator meets with the parent and explains their rights and due process. As part of the initial interview parent are informed of their right to appeal within 45 days. All communication is conducted in the preferred language of the parent. The following personnel ensures that this procedure is conducted in a timely manner: Assistant principal, ENL Teacher, Guidance Counselor and Parent Coordinator.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. Under no

circumstances can the Re-identification Process include a second administration of the NYSITELL.

5. School consults with parent or guardian.

Copies of written request to initiate the Re-identification Process letters are filed by Ms. Madeline Rodriguez in room 337.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Ms. Kenia Soto will send out an Entitlement Letter to the parents to inform them about their child's entitlement to the services. The distribution and the collection of the Entitlement Letters, Parent Survey and Program Selection forms are handled during the mandated parent orientation workshop during the first half of the school year. For any child that arrives after the parent orientation the same process is followed, the Assistant Principal meets with the parent to show the Video, and Ms. Kenia Soto analyzes the NYSITELL to determine entitlement. The child will be enrolled in the appropriate program within 10 days. Parent brochures are disseminated in their native language to ensure the complete understanding of each available program.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent surveys and program selections are recorded and placed in the students' permanent record. Parent choice selection is entered on ATS-ELPC. The parent Coordinator, ENL teachers and AP are responsible for making sure that all letters given to parents and that it is collected. All correspondence is in the parents preferred language. If a program becomes available parents' who has previously chosen that particular program will be notified and given an opportunity to accept the new placement.

After reviewing the Parent Survey and the Program Selection forms for the past few years it is evident that parents from I.S. 349 continue to request Transitional Bilingual Education and Freestanding ESL according to the parental choice selections. The programs models offered at the school are aligned with the parent choice selection requested by the parents. In analyzing the program selection forms for the start of 2014/15. Consistently parents chose the bilingual transitional program over the ESL program. If the parent does not return the Parent Survey and/or Program Selection the school will mail to the parent a Default Program Placement Letter informing the parent that the child has been placed in a default program for ELL's which is bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
To ensure the return of the Parent Survey and Program Selection, the secretary makes the phone calls to set up an appointment with the parent to view the parent orientation video. If the parent does not respond, home visits are made to reach out to the parent. Ms. Kenia Soto sends out an Entitlement letter to the parent to inform them about their child's entitlement to the services.
9. Describe how your school ensures that placement parent notification letters are distributed.
The distribution and collection of the Entitlement Letters, Parent Survey and Program Selection forms are handled during the mandated parent orientation workshop during the first half of the school year. For any child that arrives after the parent orientation the same process is followed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each child has a copy of the HLIS, non-entitlement letter or entitlement letter, and continued entitlement letter is placed in the students cumulative record in the main office room 300.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered annually to all English Language Learners in Grades 6-8. The four language modalities are assessed: Speaking, Listening, Reading and Writing. The NYSESLAT is an untimed test. The time allotment indicated for each grade band should be adequate. Teachers may not score their own students' responses in the Speaking and Writing subtests. We administer the sub-tests in the following sequence: Session 1-Speaking, Session 2-Listening, Session 3-Reading, and Session 4-Writing. Administering the Tests-Prior to the start of each session of the NYSESLAT, the test administrators provide the following directions to students: Remove all books, notes, or other aids from their reach or sight during the test, read and /or listen to the questions carefully and follow instructions, make sure their names are written on all answer sheets being used, make sure their names are written on all Listening, Reading and Writing subtest booklets in the space provided. Students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions: the reading subtest may not be read to any student, for writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing or punctuation. The Speaking subtest is administered to each student individually and it is scored at the time of administration and may only be

administered between the administration period, which is usually a month. The test administrators administer the Speaking session to students in locations separate from other students. The Listening, Reading, and Writing subtests of the NYSESLAT are administered to each ELL in groups. Students in Grades 6-8 mark their answers to multiple-choice questions on the separate machine-scannable answer sheets.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. To ensure the return of the Entitlement Letters, and Program Selection forms, the assistant principal or secretary makes phone calls to set up an appointment with the parent to view the parent orientation video. If the parent does not respond, home visits are made to reach out to the parent.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In 2014, 18 parents requested Transitional Bilingual Program and in September 2015, there were 5 parents that requested TBE as their first choice. The programs offered at the school are aligned with the parents request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
In the Freestanding ENL component we have 82 students, from 6th to 8th grades. They range from entering to expanding proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified. Students are programmed in blocks and travel together as a heterogeneous group.
 - b. TBE program. *If applicable.*
Transitional Bilingual English Program
Our Transitional Bilingual English (TBE) program services students in a grade 7 & 8 bridge class. The goal of the TBE program is to attain English language proficiency within 3 years. Native language arts literacy, math and social studies are provided in the first language of the student and ESL is infused into the science content. The curriculum is standards based. All programs in the TBE classrooms are aligned to the city curriculum and the Common Core Standards of each content area.

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

Instruction is delivered in two languages; Spanish and English. In the beginning stages of English language development, 60% of content area instructional time is in Spanish for beginner level students and 40% in English.

Students will develop their English skills through ESL services and ELA instruction, for advanced students while increasing the

ratio

towards second language proficiency until the student achieves proficiency and is placed in a monolingual English program.

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

- Use of both languages during students engagement in which students will use the language of their preference.
- Instructional material will be available in both languages
- Bilingual Picture Dictionaries, glossaries, text books, multimedia instructional material, manipulative materials
- Scaffolding tasks will be an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Unit reviews at the end of each unit are provided in English to reinforce the academic language in the second language.
- Print rich environment in both languages: Interactive word walls, instructional charts, and visual aids are displayed throughout each classroom.
- Sheltered Instruction Observation Protocol (SIOP) Instructional Model is implemented in the Science content area targeting the seventh and eighth grade ELL population.
- Differentiated Instruction: In order to carry out this transitional language model, instruction is differentiated to ensure comprehension for all ELLs of all proficiency levels. .
- Academic Intervention Services for SIFE students and others working below grade level, are provided in all areas.

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

Language Arts in the Transitional Bilingual Education Program

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

- 180 minutes of NLA per week for students enrolled in the TBE program
- 360 minutes of ESL for Entering and Emerging ELL's
- 180 minutes of ESL for Expanding ELLs with 180 minutes of ELA.

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

Instructional Materials

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

are:

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

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

The use of manipulatives in the TBE program includes:

- In Science: microscopes, scales, thermometers, and meter sticks.
- In mathematics: blocks, calculators, geometric shape sets, meter sticks, are amongst the variety of tools to make material

more

comprehensible.

•In ESL: Standards based Multimedia materials (DVD's, Streaming Video, and PowerPoint Presentations)

c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school programmer programs all ELL to the mandated number of instructional minutes as per the CR-Part

154 and ELL Policy Reference Guide

Entering	360	180	180 Integrated ENL	0
Emerging	360	90	180 Integrated ENL	90
Transitioning	180	0	90 Integrated ENL	90
Expanding	180	0	180 Integrated ENL/ELA or other content area	
Commanding	90	0	90 Integrated ENL/ELA or other content area	

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

Content area instruction is provided by a licensed teacher and assisted by an ENL teacher. Instruction is provided in English. Content area teachers are augmenting language development via Myon a computer based program. ESL teachers strengthen conversational and discussion skills by modeling accountable talk in every classroom. Every student must develop a writing portfolio in all content areas in order to build upon their writing skills.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

Differentiation of instruction and multiple entry points are afforded to all students regardless of their classification. All former ELLs are afforded services up to two years after exiting status. All testing accommodations are given to students as per DOE rules and mandates; such as time and a half and separate location.

Plan for Newcomers

Newcomers constitute a large portion of our classes in the TBE program at IS349. When a new student is registered in our school,

we provide the following resources to facilitate the transition.

*Pushin/Pullout services

*Title III After school services that targets academic needs of new commers.

*Team Teaching

*Provide additional support in listening skills, including the use of technology in the classroom and listening centers.

•Buddy system identifying a similar student in his/her class that will assist during the day.

•Encourage student to participate in the Extended Learning Time to target specific modalities and to help students on all levels to familiarize students with format of the NYSESLAT.

•Small group Academic Intervention classes in ESL to target language modalities according to their needs.

•Home school communication.

Plan for SIFE

The SIFE population has increased during the last two years and there is an urgency to provide academic intervention services as

an extension of the regular school program on both push in and pull out services.

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

*Team Teaching

*Develop an individualized student needs assessment to identify strengths and weaknesses.

*Grade appropriate instructional support materials.

*Differentiation of instruction in all areas.

*Academic Intervention Services for SIFE students focusing on Literacy and Math componenet during the school day as well as extended hours.

Plan for Long Term ELLs

Long terms ELLs are the largest number of Ells across the grades and are evenly placed in both bilingual programs (TBE and ESL).

An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing.

Our action plan for this group involves:

*Encourage students to participate in the Extended Learning Time Program, to target specific modalities and to help students on all levels to familiarize students with format of the NYSESLAT.

*Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

*Ensure the use of the program MYON to meet students' needs at their level of performance in reading and mathematics.

*Independent Reading

*Genre Studies

Literature Circles

Plan for Special Needs Students

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

*Title III After school services that targets special academic needs of SWD ELLs.

*Team Teaching

*Pushin/Pull out services

*Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly

to the IEP mandates.

*Collaboration between the ENL teacher and IEP Teacher.

*Monitoring newcomer and SIFE student for possible special needs status.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Teachers meet weekly in common planning meetings and teacher team meetings. They review student work and plan accordingly to assist all students regardless of classification.

The Re-Identification Process consists of the following steps:

1. School receives written request to initiate the Re-Identification Process (e.g. parent writes letter to principal).
 2. School reviews all documents related to the initial or re-entry identification process detailed previously.
 3. School reviews the student's work in English and in home language.
 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-Identification Process include a second administration of the NYSITELL.
 5. School consults with parent/guardian.
 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4 of the student's abilities in listening, speaking, reading and writing in English.
 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student has a or is suspected of having a disability that may hinder their ability to speak, read, write or listen in English.
 8. Based on the recommendation of the qualified personnel, the principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent/guardian (and the student if he/she is 18 years of age or older). If the recommendation is not to change the ELL status, no further action is necessary; if the recommendation is to change the ELL status, the process continues.
 9. Upon Receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years old), documents and recommendation are sent to the superintendent or designee for review and final decision.
 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
 11. All notifications and relevant documents must be kept in the student's cumulative folder.
- Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian and/or student), the principal must review the Reidentification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be written to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Licensed teachers in self-contained special education classes and other special education staff members will collaborate with content

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

The SWD ELL's are served using the push-in model. The Licensed ENL teacher services these student in the classroom by Team Teaching with the content area teacher. The ENL teacher uses Q-Tell and Translanguaging methodologies to help students in their acquisition of the new language. They are also served using a pullout model giving them the opportunity of receiving small group instruction, targeting their needs.

Chart

All SWD ELL students participate in all physical education activities, technology class, and Foreign Language integrated with the rest of the school population.

I.S. 349's Title III Program for English Language Learners will provide students with supplemental instruction during after school program. They will be using the NETA and CAAP Program which target ELLs/SWD ELLs who scored at the beginning, intermediate and advanced levels on the NYSESLAT on the Spring 2015 exam. ELLs/SWD ELLs scoring at the the lowest third on the State ELA and/or Math Assessments Spring 2015. The program will service students in grades 6, 7 & 8 giving them additional help in test-taking skills, reading, listening and writing. In addition, teacher will also have resources such as dictionaries in spanish, encyclopedias and a full equipped library that meets the needs of our ELLs.

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

The school is programmed to meet the individual needs of the students. Students have the flexibility based on their IEP and their needs to be mainstreamed in mathematics or ELA. Also, Advanced ELL's can mainstream to an ELA class. In addition, all subject area curricula are aligned with CCLS. Teachers use formative and summative data to plan lessons that provide students multiple entry points, scaffolds and extensions. Our master schedule allows for SWDs flexible programming as specified by their IEPs. When appropriate flexible programming is used to maximize time spent with non-disabled peers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

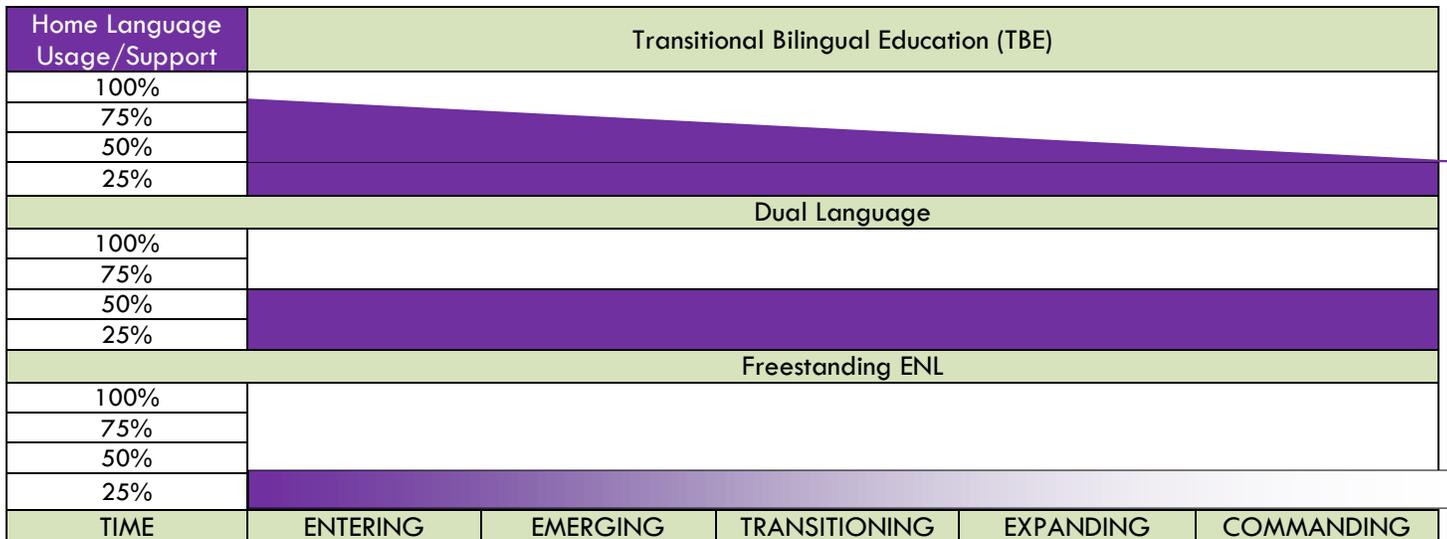


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The target intervention programs for ELL's in both ELA, Math and other content areas are as follows:
*In ELA and Math the intervention programs available are Success Maker, MYON digital reading program and Test Ready which is accessible to all students.
*Afterschool Programs: Extended Learning Time on Wednesday and Thursday for two and half hours focusing on instruction in ELA and Mathematics.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ELL's are lagging far behind former ELL's in terms of achieving levels 3 and 4. 80% of our ELL's achieve level 1. However, it must be noted that most of our ELL's with level 1 have made progress within the level 1 band. In the beginning of the school year, the teachers received a spreadsheet identifying the different subgroups that each child belongs to. They use this information to inform instruction and differentiate their language and content objective. Students are placed strategically in order to receive guidance, and necessary resources to aid in language development. Our current Title III program offers language acquisition skills in our after school program. We also have trips and workshops in which parents can attend. Data is reviewed quarterly and adjustments are made accordingly.
12. What new programs or improvements will be considered for the upcoming school year?
The implementation of the new extended learning model will support consistent learning for all ELLs. Additionally, the formation of structured grade teams driven by cycles of learning will focus on the development of multiple entry points for ELLs and the consistent analysis of data.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
IS349 is a renewal school. All students including ELLs receive a mandated 2 1/2 hour of additional instructional time during the Extended Learning Time on Wednesday and Thursday. During extended time teachers address achievement gaps by increasing the amount of time students are learning. In addition, partnership with community based organization such as "RBSCC Advantage Afterschool Program" and "ASPIRA" offers tailored whole-student supports, including mental health services and after-school programs. All programs are accessible to all students in the building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- To support ELLs in the area of literacy we are implementing the computer based reading program MYON. This program is customized to students' interest and reading ability. It allows ELLs to access a variety of text, explore topics of interest and new genres. The text is paired with an assessment, so the teacher can track progress and growth of students comprehension skills. Teachers use this supplemental program to support content areas such as Math, ELA, Science, and Social Studies. Books are accessible in English and Spanish.
 - Continue to focus on targeting language development and academic vocabulary across grades and content areas, and creating increase opportunities for meaningful student engagement.
 - Additional support in listening skills for Newcomers, including increasing the use of technology in the classroom and listening centers.
 - During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
 - Ensure the use of the program Success Maker to meet students' needs at their level of performance in reading and mathematics.
 - Small group Academic Intervention classes in ESL to target language modalities according to their needs.
 - Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
 - After School offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

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

Implications for LAP in English Language Arts:

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

- Ensure licensed personnel use the Danielson Rubric to increase their effectiveness in implementing the Common Core Learning Standards and to deliver instruction as stipulated by the CR Part 154 based on data and individual student needs.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of students in order to create lesson plans that are differentiated and provide the necessary scaffolding strategies.
- Increase opportunities for cognitive engagement for all students.
- Utilize multiple entry points to address the needs of students based on their proficiency in different modalities.
- Ensure that students are partners in the process when identifying strengths and weaknesses and creating goals for improvement.
- Encourage teachers to participate on professional development opportunities focusing on Translanguaging strategies for ELL's.
- Ensure that the Peer Instructional Literacy Coach works closely with teachers (ELA, ESL and TBE) in developing rigorous instruction and activities to meet the needs of all subgroups including ELL's.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area:

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

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

We have two technology labs and rolling carts to support the needs of our ELL students and provide them with time on task and the use of technology. Our ELLs also utilize the library to investigate additional resources. We also have additional supplemental material such as Successmaker, Finishline to further support the needs of the ELLs.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support in Spanish is an integral part of our TBE program. It is delivered in 45 minute periods, five times a week. Additional support is provided twice a week as part of our Extendee Learning Program. In order to meet the needs of our diverse population, and provide the rigorous instruction required by the Common Core Learning Standards, a variety of resources is used. Some of these materials include, but are not limited to the following resources:

Textbooks: *Nuevas vistas, Curso 1 y 2, Holt, Rinehart & Winston

*Lectura y comunicacion, Santillana

Anthologies and individual work:

*Don Quijote de la Mancha, Ed. Adaptada, Alfaguara

*Poema de Mio Cid

*Selections of narratives by Esmeralda Santiago, Junot Diaz, Julia Alvarez, Garcia Marquez

Additional Resources:

*Strategies to Achieve Reading Success and Test Ready

*Monolingual and bilingual dictionaries, thesauruses

*Extensive classroom library with informational texts

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

IS349 ensures that all services and resources correspond to the ELL's age and grade level. Our ESL program follows the mandates of the New York State Department of Education. Texts used are leveled; students are afforded scaffolds appropriate for their grade level. Students' levels are monitored by teachers and instruction is modified as per student need.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

IS 349 provides an orientation at the beginning of the school year and at the end of the year to all newly enrolled students including ELLs. During the orientation parents and students are allowed to have access to the school building as a walkthrough to see classrooms during instruction and meet with the teachers to discuss any questions parents might have. In addition, our school conducts a summer transitional program for two weeks in the summer to support students who are coming into sixth grade. During the summer we encourage our ELL's to participate in the Title III Program.

19. What language electives are offered to ELLs?

The language electives offered at IS349 is Foreign Language in Spanish.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
IS349 is committed to provide school based professional development in collaboration with network support, and CUNY (NYSEIB Translanguaging Professional Development) support to build the capacity of the school, to improve all academic areas of the target population. During these professional development sessions teachers will be trained to modify instruction for ELL's and SWD's.

The administration assures the attendance of ELL personnel (ENL teachers, and bilingual teachers) to monthly OELL and BFSC workshops. In addition, on Mondays, the school allocates in-house professional development time for all teachers (including ENL teachers and bilingual teachers) to engage in inquiry and instructional practice development, conducted by the Principal, Assistant Principals, .

These are some of the proposed topics to be addressed:

- *CR Part 154
- *Stages of First and Second Language Acquisition
- *ENL through the Content Areas (Math, Science, Social Studies and Science)
- *Adapting Materials and Curriculum to meet the Needs of English Language Learners (ELLs)
- *ELA Standards vs. ENL Standards
- *Integrating Scaffolding Strategies in the Daily Lessons
- *Integrating Tasks that Support Language Development
- *Planning Effective Lessons for ELLs aligned to CCLS.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
IS 349 opted in the new core curriculum for ELA and mathematics, sponsored by New York City. As part of the ongoing Professional Development all our ELA and Math teachers have attended PD in the implementation of the new curriculum. Teachers were trained in modifying instruction for ELLs and SWDs. In conjunction with the BFSC, identified teachers are trained in ELL methodologies and strategies. Information is turn-keyed during faculty conferences and grade team meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELLs receive support through their weekly advisory periods with their designated advisor. Additionally, the school counselor provides classroom presentations on the following topics: high school application process, college readiness/career awareness activities, social/emotional issues, discussions regarding acculturation, etc.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to fulfill the 7.5 hours of ELL training for the staff, professional development will be provided to all teachers providing language acquisition in alignment with core content area instruction, best practices in co-teaching strategies and integrating language and content instruction for ELLs to support the ELL population during faculty conferences, grade team meetings, and conference days.

Professional Development records such as agendas, attendance sheets and handouts are maintained in binder at the main office, in room 301.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school meets with the parent once a year, in quarterly progress meetings or other scheduled meetings to discuss the goals of the program, their child's language development progress, their English language proficiency assessment results and language development needs in all content areas. Such meetings are held with qualified interpreter/translator in the language or mode of communication the parent best understands.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The Parent Coordinator and the school secretary file outreach letters as well as attendance sheets for Parent Teacher Conferences, PTA meetings, Title I meeting and quarterly meetings held at the school in room 301.

Classroom teachers keep in a file with copies of phone call logs, outreach letters to the parents, attendance sheets as evidence that they met with the parent to discuss student achievement and academic progress.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At IS 349 we believe that parental involvement is the key to a child's success. Our school promotes an open door policy with parents which creates a welcoming environment where parents feel welcomed and comfortable therefore building better communication and trust. Translation services in Spanish are available daily and at monthly meetings and workshops for all parents through our parent coordinator. The Translation and Interpretation Unit is used on an as needed basis by school personnel. IS 349 is dedicated to educating and empowering parents to play an active conscious role in their child's educational process and to be aware of all the support services available to them in the school and in their community. We offer many opportunities throughout the school year and actively encourage parents to attend monthly school and community meetings; participate in school events, activities and outings; DOE meetings and trainings; become parent leaders by joining school parent committees; attend CBO conducted adult education classes and by conducting in school and outside community based organization referrals to address the needs of the parents, students and their families. IS 349 provides numerous social events to foster a sense of community such as multicultural events, family Urban Advantage trips, family night during which parents are introduced to the staff and they discuss the academic year, expectations, goals and support services. We provide an array of workshops to empower parents through knowledge such as Title III Parent Orientation; workshops for ELA, Math, Students with Disabilities, Common Core Standards, Housing, Legal Services, Immigration, etc

The administration including the guidance counselor and parent coordinator attend all parent involvement activities. At these meetings, parents are informed on all aspects of school life. The major emphasis is to provide parents with an outline of our curriculum and ways that they can become effective partners in the education of the children. In addition, we acquaint them with a variety of community resources by way of various partnerships.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? IS 349 partners in house with both the RBSCC Advantage Afterschool Program for student support services and the RBSCC Beacon Program which offers recreational and academic student support; and Adult Continuing Education Classes for parents. Our parent coordinator and guidance counselor also offer outside agencies and community organization based referrals depending on the needs of student, parent and family such as; New York Psychotherapy Health Centers, CAMBA, Home Base, Legal Services, New York Immigration Coalition, Brooklyn Borough Hall, Advocates for Children, etc.

CBO's such as Advantage provide cultural activities including trips broaden their opportunities to be included in the daily activities of their community. Together, we work with the parents to provide all students with quality educational programs that meet the need of all students especially our ELL population. They also offer a menu of workshops that will enable them to better nurture and support their families.

5. How do you evaluate the needs of the parents? At the beginning of the school year the needs of the parents are evaluated through a Parent Questionnaire form that is issued during the first PTA Meeting. School Administration meets with the PTA and the parent coordinator to analyze the results of the survey. Throughout the year the needs of the parents are evaluated through parent surveys, informal interviews, PA and Title I meetings. Our parent coordinator works together with parents and staff to assist and access parents needs through; outreach, tailored workshops, intakes and meetings with parents. She also ensures that translation services are available for our parents.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are tailored based on the responses we receive from our parents, results of parent surveys and a review of our NY School Survey. We openly welcome suggestions made by parents. Our goal is to strengthen community ties and build trust so that parents feel welcomed and comfortable communicating and participating at the school level. Our parent involvement activities are geared towards giving our parents the knowledge and confidence when communicating, assisting, or advocating in regards to their child's academic needs.

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

- To provide an orientation and guidance for parents of newly enrolled ELL students as to their program choices, school rules and expectations, and their rights under the law.
- PTA meetings, orientation nights, parent teacher conferences, workshops, and letters in both languages sent home.
- To get parents involved at the monthly School Leadership Team meetings, where they can have a means of becoming a part of the decision making process of the school.
- To provide workshops for parents on a regular basis on monitoring and assisting their children at home. Monthly calendars are sent home in both languages informing parents of upcoming events and activities they can attend.

These efforts will be carried out jointly between the School Administration, Parental Coordinator and the Bilingual Faculty. The parent coordinator plays a vital role in articulating the need and desires of our parents. She also ensures that translation services are available for our parents.

D. Additional Information

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

Part VI: LAP Assurances

School Name: IS349

School DBN: 32k349

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Loughren	Principal		10/29/15
Madeline Rodriguez	Assistant Principal		10/29/15
Carmen Alverio-Hope	Parent Coordinator		10/29/15
Kenia Soto	ENL/Bilingual Teacher		10/29/15
Jose Alvaro Guillen	Parent		10/29/15
Luis Ortiz	Teacher/Subject Area		10/29/15
Victor Portes	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Brigitte Aponte	School Counselor		10/29/15
Lillian Druck	Superintendent		10/29/15
Yazmin Torres	Borough Field Support Center Staff Member _____		10/29/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 32 **School Name: I.S.349**
Superintendent: Lillian Druck

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our data shows that during the jumpstart orientation in September 89% of the parents of the incoming students spoke spanish. Our written translation needs assessment was conducted in consultation with the principal and PTA president, both of whom expressed anticipated needs for this school year. The fact is that many of our most active parents are those that have the fewest skills in English, and thus access to school information. Given the population of our school 89% hispanic students, and 11% african american, we have an urgent need to make critical information accessible and available to all parents, such as the Quality Review Report, Title I and all DOE initiatives that need to be presented to the parents. As per the RPOB Report generated on September 9, 2015, the preferred language of the parent community is Spanish. We have created a report which is updated regularly with the languages that parents speak by class and grade. This report is filed in the main office room 301 and another copy is filed in room 337.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters, calendars, parent-teacher conference announcements, after-school program information, NYS testing dates, parent meeting notices, workshop materials and letters from the school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conference Dates: Family Night September 16, 2015, November 19 & 20, 2015, March 11 & 12, 2016, May 6, 2016
Parent Association Meeting Date: Wednesday, September 16, 2015 Expedited PTA Elections 5:30pm

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Office personnel are aware of staff members who speak Spanish, French, Chinese, German, and Haitian Creole. Office of Language and Interpretation Services arrangements can be made for over the phone or in person interpretation services in other languages or sign language. I Speak and Free Interpretation cards are posted throughout the building, classrooms and offices. Our school personnel will translate school notices and information to the community in their preferred language (Spanish). We also will provide translated copies of all documents available from the DOE concerning to school, community and student matters. Correspondence will be sent 10 days prior to the date of event.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school staff will provide oral presentations during Parent-Teacher Conferences, Parent Association Meetings, EPC/IEP meetings and other circumstances where individuals (parents/guardians) need interpretation services. Any individual in need of interpretation in the school will be provided with the necessary services to accommodate their needs. Our staff with bilingual skills includes the following: Assistant Principal, Guidance Counselor, Social Worker, School Psychologist, Secretary, Family Worker, Parent Coordinator, School Aide and SBST Clerk. A roster of the bilingual staff who can be called to interpret is kept in the main office room 301 and in room 337.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In September our parent coordinator provides all staff members with a memo outlining Chancellors Regulation A-663, a Language Identification and Free Interpretation Service card as well as copies of the DOE Translation Request Forms. I Speak and Free Interpretation cards are posted throughout the building, classrooms and offices. Staff members receive a reminder memo during Parent Teacher conferences.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In September our parents receive notice of Chancellors A-663, notice that there are Spanish speaking interpreters available daily at the school, parent meeting and workshops. Notice that Office of Language and Interpretation Services arrangements can be made for over the phone or in person interpretation services in other languages or sign language. I Speak and Free Interpretation cards are posted throughout the building, classrooms and offices.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During parent meetings (Parent-Teacher Conferences, Parent Association Meetings, informal parent meetings) surveys/questionnaires will be provided in order to collect relevant information to ensure that adequate services are available. A focus group of parents inclusive of all cultures and languages represented in the school will gather feedback and best practices.