



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

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

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Title I Program Information

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

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

CBO Representative: Mr. Jeremy Kaplan- Senior Director-Phipps Neighborhoods

District Information

District: 09 Superintendent: Ms. Leticia Rodriguez Rosario
Superintendent's Office Address: 1245 Washington Avenue, Bronx NY 10457
Superintendent's Email Address: Lrosario2@school.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-8933

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Mr. Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, New York 10462
Director's Email Address: jruiz@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

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	Ms. Kim Outerbridge	*Principal or Designee	
X	Mr. Christopher Dubose	*UFT Chapter Leader or Designee	
X	Ms. Rosario Pedraza	*PA/PTA President or Designated Co-President	
X	Mr. Jemel Martin	DC 37 Representative (staff), if applicable	
X	Ms. Rosario Pedraza	Title I Parent Representative (or Parent Advisory Council Chairperson)	
		Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Ms. Samantha Solimo	Staff/Parent/Other Contributor	
X	Ms. Erica Patrick	Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Mr. Christopher Dubose	Staff/Parent/Other Contributor	
X	Ms. Antonia Biggs	Staff/Parent/Other Contributor	
		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.

School Overview:

Here at I.S. 339, we believe that all students should be exposed to and experience rigorous instruction that is aligned to the Common Core State Standards. We encourage students to actively participate in their own learning experiences. This includes maintaining daily attendance of 92%, as well as the expectation that all students come to school prepared and ready to learn. Additionally, parental involvement is crucial for student success. Parents are consistently contacted throughout the year, with an emphasis on Tuesday's parent engagement opportunities. ENGRADE and ongoing progress reporting to families in addition to official report card grades. Teachers are encouraged to update parents of their students academic, emotional, and social progression. Teachers are consistently improving their skills by participating in professional development opportunities and implementing new skills and practices in their classrooms. There are high expectations around the school's climate where students must feel safe in their learning environments each and every day.

I.S 339 is a middle school in the Claremont neighborhood of the Bronx that serves grades 6 through 8. The student population is predominantly Hispanic (67 percent), with an additional 31 percent Black, and 1 percent Asian. According to the 2013-14 state report card, 29 percent of the student population is limited English proficient and just over a quarter (26 percent) are students with disabilities. Ninety-five percent of the student body is considered to be economically disadvantaged. We have identified our academic goal as increasing the number of level 3 and 4 students in English Language Arts (ELA) and mathematics by 10 percent. In 2013, on the school quality review, we received an overall rating of proficient and a "well-developed" rating in the area of "maintaining a culture of trust and positive attitude" (1.4).

Creating learning experiences that align directly to the Common core Learning Standards (CCLS) with clear evidences to support the instructional shifts, 100 percent of students will be exposed to rigorous instructional tasks that promote critical thinking skills and the use of academic language. Our principal leads by example, taking the role of instructional leader by meeting with the ELA and mathematics teacher leaders, and distributing weekly updates in these subject areas. Additionally, our principal has also sought to keep class sizes small by maintaining manageable numbers of students in each homeroom class. In this way, there is a maximized number of classroom teachers and the ratio of student to teacher is smaller than most neighboring community schools.

Our mission continues as we will cultivate and develop the entire school community so that all students become college-and-or career ready. With foci on all populations of children, teachers engage collaboratively to ensure accelerated student learning. This is done because our teachers are reflective practitioners and professionals who are constantly developing and expanding their craft. A guiding philosophy and principle for all of the adults in the school community is that every student deserves an effective teacher, and we work tirelessly to seek out opportunities that will advance this belief.

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

Academic/Curriculum:

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

- Performing Art High School Preparations

- Partnership with PHIPPS

Social/Emotional:

- Respect for All Team
- Father's Forum
- Honor Roll and Perfect Attendance incentive assemblies
- Honor Roll and Perfect Attendance field trips
- Attendance team which outreaches to students with attendance issues
- Embracing Multiculturalism
- Harvest Feast with students and community
- Family Day
- Spirit Days
- Talent Show
- Guidance Counselors attending a series of six workshops
- Partnership with Astor
- Partnership with PHIPPS

Parental Involvement:

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

School Belief about Student Learning:

Here at I.S 339, we believe that all students should be exposed to and experience rigorous instruction that is aligned to the Common Core State Standards. We encourage students to actively participate in their own learning experiences. This includes maintaining a daily attendance, as well as coming to school prepared and ready to learn. Additionally, parental involvement is crucial for student success. Parents are contacted throughout the year, with an emphasis Tuesday contacts. Teachers are encouraged to update parents of their student's academic, emotional, and social progression. Teachers are consistently improving their skills by participating in professional development opportunities and implementing new skills and practices in their classrooms. There are high expectation for school climate in which students feel safe in their learning environments.

School Population Needs:

Our school community puts an emphasis on our student's with disabilities, as well as the population of students who are English Language Learners. We ensure their learning and academic needs by making sure all students receive Common Core Aligned curriculum, as well as lessons with multiple entry points.

CBO Partnership:

Currently we are partnered with two CBOs, PHIPPS and OASIS. Both organizations will assist our school with the expansion of the school's mission and vision by facilitating small group instruction and clubs for students after school Tuesday through Friday (4-6pm) and on Saturdays (9am-3pm). These additional learning experiences will support the school's established vision and mission as well as help the school deepening the relationships between families, parents, students and our school.

Expanded Learning Time:

Newly created Town Hall experiences involve the entire school body every Tuesday. Students receive curriculum aligned presentations as well as social-emotional supports. In this forum, students interact with the presenters and each other as the school further expands the student's understanding of their responsibilities as scholars. Consistent reference to High School, College, and Career references propel each session (2:40 - 3:55 pm). Three themes are messaged to students during the course of this school year. Surviving Middle School and School Spirit will be the focus for the 2015-2016 Town Hall meetings. Wednesday through Fridays will include specified English language arts and Mathematics instruction. Using Triumph Learning - Mastering the Standards in Reading and Finish Line in Mathematics, teachers model close reading strategies, think alouds, and strategies to unpack multiple step mathematics problems to ensure our students master strong test sophistication strategies.

School strengths, accomplishments, and challenges:

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

- Effectively communicate a clear vision for improving students' achievement.

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

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

- A strong and consistent leadership team, with a cabinet that meets regularly to review, clarify and refine the improvement plan based on the school's needs. Establishing a hiring committee to ensure a collaborative effort is taken to identify highly qualified teachers

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

- Expanded learning opportunities for all students, including additional instruction provided during after- school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement
- We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

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>The schools Developing rating is based on the SED Integrated Intervention Team, December 2013, which points to a more effective use of data to develop and implement the CCLS and an interdisciplinary curriculum.</p> <p>Ensuring that all students receive coherent and rigorous instruction that is aligned to the Common Core Learning Standards, we will continue to implement a professional development calendar which is designed based on hard and soft data sources. This model has been followed for the past three years and we continue to build capacity in this area. Moving forward, teacher leaders will continue to plan and lead professional learning experiences for their peers. In conjunction with the needs assessment survey administered in September 2015, a detailed professional learning plan is constructed to support all of the adult learners in our school. In addition, we have a system in place which allows educators to meet every other day to plan curriculum, reflect on data, create tiered tasks and address student needs. The Principal and Assistant Principals offer support to these meetings in order to ensure the school-wide expectations are followed through and the next steps are facilitated. Here, at IS339, we use a structure of systems, baselines, and Measure of Student Learning (MOSL) assessments in order to drive instruction and create multiple entry points. Furthermore, we have collaborative inquiry teams which focus on student and teacher collaborations. We currently have set curriculum in our English Language Arts and Mathematics classrooms which are aligned to the common core. With special emphasis and focus on English language learners and students with disabilities, the school wide team will meet the needs of all students by addressing the multiple entry levels as revealed by ongoing data.</p>		

In November 2015, the school introduced an assessment platform to all teachers. Mastery Connect is used to promote common assessments and the analysis of student results. This ensures that all teachers track student progress and learning over time.

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

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

Part 2 – 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)

1. Teachers will have access to Common Core State standards (CCSS)- aligned curriculum in all subjects and work together to plan lessons and develop instructional strategies. The administration will continue to take an active role to assure that units of study and daily lesson plans are aligned to CCSS. The following program are used: English Language Arts - Reading - Expeditionary Learning, Writing - Teacher's College Writing Units of study, Social Studies - NYC Core Curriculum aligned to the NYC/NYS scope and sequence for Grades 6 through 8, Science - NYC Core Curriculum, Coach and Glencoe Textbooks, Foss hands-on science kits.

2. All lessons will provide Tiered task to address specific needs of students. These tiered tasks will be determined by student data. Teachers will collaborate on determining ways to take the curriculum and tailor it to each tier. Formative and summative assessments will be relied upon to inform instruction, and tiered groupings will be done to support instruction.

3. The school will promote high expectation for rigorous instruction. Expanded Learning Time will provide all students opportunities to develop their learning skills. Students will have opportunities to use acquired knowledge in all content areas, such as cross curriculum task, study habit and develop self esteem. Phipps neighborhood, the CBO, will further expand our vision by facilitating small groups where students will engage in extra-curricula activities 5 days a week and on Saturdays. These clubs will include but not limited to dance, karate, drama, sports, and art.

4. Here at IS 339 we follow the workshop model where teachers provide mini-lesson, with explicit modelling through I-Do, We-Do, You Do 1. Students will then be given the opportunity to practice learned task independently or in groups.

Teachers then conference with students during independent practice to further give students guidance or elicit from them lack of understanding or further reteach. Students will have an opportunity to self-assess through exit slip.

5. In all subject content areas students will be challenged tiered task by using multiple entry points to ensure the success of every child, students will receive tasks that are tailored to meet their needs based on flexible groups. Teachers receive professional development to support their instructional decisions. Through the NYC Department of Education and the District Nine team, 339 teachers will expand teacher practices in this particular area with ongoing support from the Central and District staff.

6. All teachers will use the content team meetings for common planning time, sharing instructional strategies, review past content and plan for future lessons. They work collaboratively, discuss opportunities to integrate the workshop model into the curriculum, develop tiered lesson and common assessments.

7. All content area teams will create baseline, unit, and benchmark assessments. In ELA and Math diagnostic assessments will be used to identify areas of strength and weakness. We use Google doc to collect student data to identify growth, strength, weakness and next step. iReady is used to English language arts and Mathematics. Teacher teams create exams for social studies and science using previously administered New York State standardized examinations. In addition, social studies teachers use primary resources as a means to pose document based questions within the baseline exam in order to identify clear instructional next steps within the social studies instructional program.

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, 100% of all teachers will provide students with opportunities to experience Common Core aligned units of study which include explicit and intentional differentiated instructional tasks. In order to promote critical thinking skills, this will be measured by classroom observations and teacher/team evaluations and reflections. This will confirmed as written feedback documented and acquired in the ADVANCE 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). • 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>1. Principal and assistant principals will facilitate professional development activities on interpreting the data and utilizing the information to curriculum development with strong emphasis on the Common Core Learning Standards aligned to the New York State Performance indicators will guide and shape " what will be taught" in grades 6-8. Network professional development will be at school site. Google forms will be used to evaluate the quality of each professional learning experience. Teachers will be asked to submit their anonymous feedback to ensure honest responses.</p>	<p>Teachers</p>	<p>Weekly, Sept. 2015 to June 2016</p>	<p>Principal and assistants principals District supervisory staff</p>
<p>1. All teachers meet with other content area teachers at least twice a week. In this way, teachers build capacity and write curriculum maps displaying "depth verse breath" within each unit.</p> <p>Collaborative Inquiry teams will use the analysis students work protocol to gather information about students learning and make revision and decisions on instructional objectives. academic goals,skills to be taught and best practices.</p> <p>Minutes are documented and warehoused using Google Docs. All teacher meetings are memorialized using this system to ensure evidence and focus for all of the ongoing meetings.</p>	<p>Teachers</p>	<p>Weekly, Sept. 2015 to June 2016</p>	<p>Principal, assistant principal, content facilitators and teachers</p>
<p>1. Parents workshops that are ongoing to support family engagement and inform parents and families of the CCLS, school wide expectations, and community related concerns.</p>	<p>Parents</p>	<p>Monthly, August 2015</p>	<p>Principal, assistant principal, and parent coordinator</p>

		Sept. 2015 to June 2016	
1. Within our school community, we have worked to include various activities which promote the growth of the relationships between this school and our community. Some of these activities include: Inter-visitation, Learning Walks, Curriculum Nights, Parent workshops, Saturday and Holiday Academies, Talent Show, Family Day, Father's Forum, Celebratory Curriculum Events	Student, Teachers and Parents	Weekly, Sept. 2015 to June 2016	Principal, assistant principals teachers and Parent coordinator

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.											
1. Professional development for teachers (two sessions per week)											
2. Scheduled meetings during the school day for share best practices - specifically, collaborative inquiry team work with focus on the lowest third, students with disabilities and English language learner's.											
3. Scheduled meetings during the school day for share best practices and analyze data - IPC meetings, professional goal setting, mid year teacher goal revisit, end of the year teacher conversations in regards to year long data confirmed accomplishments.											
4. Time for professional development during school and after school time											
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)	X	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.
1. Completed data analysis for each student, an observation of implementation of monthly professional development topics. Teacher teams complete an assessment analysis document for each test administered. By grade, total group and individual classes, teachers identify trends and patterns within assessment results as a team and then as individual pedagogues to ensure differentiation for their classes. Consistent use of Mastery Connect by all teachers as a means to track student learning over time.
2. Completed units plans and tasks in ELA, Math, Social Studies and Science which aligned with the CCLS.
Ongoing Scope and Sequence writing by grade content teams prior to each unit's beginning. Content supervisors facilitate and monitor the progress and completion of all plans and tasks. Review of ADVANCE data will support teacher growth and the evidence of rigorous instruction being implemented daily.

3. Minutes of weekly co-planning meetings reviewed bi-weekly by the content supervisor. Comments are added to the electronic document.

4. Minutes of monthly meetings and action plans, Monthly reviews by content supervisor. Comments are added to the electronic document.

5. Weekly professional development evaluation surveys to show the effectiveness of the professional development offerings. Monthly review of this data by the PD committee.

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.	D
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.	D
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.	D
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.	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>The schools D rating is based on the SED Integrated Intervention Team, December 2013, addressing the need for a comprehensive and integrated system in meeting the social, emotional and academic needs of all students. Currently, we have a system in place in which we are able to meet weekly to contact parents and address concerns and positive aspects our student’s educational experience. Additionally, we have an in-house clinic, ASTOR, which works to promote mental health amongst our student population. An internal Respect for All (RFA) Team continues to coordinate and organize assemblies to promote positive interactions amongst students with an emphasis on self-respect, confidence, and how to appropriately deal with bullying situations.</p> <p>Tracking student social-emotional behaviors and the school's response to these behaviors is warehoused in Google Docs. Using an online section sheet, the electronic parent log, ENGRADE, and a newly merged document to show student improvement over time, the school will meet the school's need to establish and maintain a comprehensive and integrated system for the evidence of social-emotional and academic achievements and changes over time.</p>		

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?

1. I.S 339 will provide opportunities for all stakeholders to engage in a safe and productive learning environment. This will be done through rigorous instruction with Common Core aligned curriculum and a promotion of collaboration amongst our community of stakeholders.

2. Currently we are in a new partnership with the CBO, PHIPPS Neighborhood. PHIPPS Neighborhood works toward a New York City in which no one is caught in the the cycle of poverty. They provide children, youth, and families in low-income neighborhoods the opportunities they need to thrive through comprehensive education and career programs, and access to community services. IS339, along with PHIPPS, will be moving forward in order to create an environment that fosters and promotes healthy social and emotional progression for all students. Collaboratively, we will work together as a cohesive team to ensure students are on track to pursue a future filled with personal and professional success.

3. Student’s voice and leadership are supported through the Student Council. All grades are included and represented in the Student Council. Students participate in activities in and around the community during the school year. ie: The Breast Cancer Awareness Walk (October 2015). Students sponsor dances for the entire campus. Student Council members (for the first time) will be represented on the School Leadership Team (SLT)

4. Our school’s Respect For All Team promotes positive behaviors through a reward systems and incentives. Town Hall meetings will expand our initiative. Weekly "Town Hall meetings" allow students to voice their opinions and thinking relative to the topics presented.

5. Our school promotes the social and emotional needs by setting high expectations for the school community. Teachers and counselors work closely in order to ensure the social and emotional health of the entire school population. The counselors work closely with the staff and students in order to maintain open communication between the students’ families and their school. Restorative justice, the Student Government and 9-Squared will assist the school in maintaining and expanding the environment so that there is consistent evidence to show student improvement.

6. Our school will measure social and emotional development by monitoring daily attendance, also by reducing the incidents reported on the online incident reported system

7. In order to improve our attendance and minimize our chronic absenteeism, will we be focusing on parental outreach. IS339, along with our CBOs, PHIPPS and OASIS, will diligently create an action plan for the 9% of the students who are chronically absent. Along with the already established attendance team, the school will continue to improve within this area.

8. The culture of the school will be one where students push and motivate other students as study skills are taught effectively and support academic confidence in all of our students. Observing a measurable increase of students “doing the work/completing all assignments”, “paying attention in class” and “being a successful student” will be the norm, NYCDOE, Overview of the Framework for Greet Schools, January 2015.

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, 100% of our students will be supported and engaged in activities that address social and emotional needs resulting in a 10% decrease in students’ incidences. This as evidenced by an overall increase of student's attendance (92%) and an overall decrease (10%) in student behavioral infractions.

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>1. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. District Public will present academic and social emotional data to staff</p>	<p>Teacher, Guidance counselors</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal, assistant principals, network supervisory staff, CBO staff members, guidance counselor, dean, parent coordinator, teachers, and school aides</p>
<p>1. Finding, organizing and disseminating all sources of data in order to create goals and actions plans to address students’ needs. Restorative justice protocols will begin in October 2015 with the support of the NYCDOE.</p>	<p>Teachers and Guidance counselors, deans</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal, assistant principals, District supervisory staff, CBO supervisory staff, guidance counselor, dean, parent coordinator, teachers, and school aides</p>
<p>1. Effective use of the Respect For ALL Team to facilitate assemblies and parents workshops, weekly Town Hall Meetings.</p>	<p>Students and Parents</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal, assistant principals, CBO supervisory staff, guidance counselor, dean, parent coordinator, teachers, and school aides</p>

1. Effective use of the Respect For ALL Team to facilitate assemblies, classroom visits, field trips, Holiday Feast, Father Forum and Family Day, Learning Walk	All stakeholders	Sept. 2015 to June 2016	Principal, assistant principals, CBO supervisory staff, guidance counselor, dean, parent coordinator, teachers, and school aides
---	------------------	-------------------------	--

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.											
1. Principal, assistant principals, network supervisory staff, guidance counselor, parent coordinator, teachers, and school aides.											
2. Scheduled team meetings of school administrators and all school stakeholders											
3. Scheduled team meetings of school administrators, guidance counselor , teachers, network supervisory staff, and Respect for ALL Team											
4. SLT meetings											
Part 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)	X	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.											
1. Monitor all the reports and sources of information that provide evidence of improvement (ATS, Survey, Teacher Logs and Guidance Counselor feedback. Merged document to show student improvement.											
2. Teachers and administrators meet in order to create intervention and action plans for students at- risk students receive support . One supervisor facilitates along with the School Based Support Team members.											
3. Effective school wide assemblies calendar for school year with a reflection or survey from students mid-year and at the end of the school year.											
4. Weekly meeting minutes or log of Respect for All that addresses academic, attendance, social and emotional foci for Town Hall Meetings.											

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>The schools Developing rating is based on the SED Integrated Intervention Team, December 2013, highlighting the need for effective teacher practices for improved student performance, including sub-groups. We use formative and summative data in order to inform our curricula. Additionally, have seamless and cohesive lessons that transcend across the classrooms. We use Socratic Seminar to enhance the student’s thinking processes, as well as higher level questioning. We are moving forward with including multiple entry points within all lessons to target our various students’ needs. The students are thoughtfully tiered into groups so that they can receive instruction that is specific to their leanings needs.</p> <p>We will continue the implementation of the professional development plan in order expand all teachers’ best practices school wide. We will continue to expand the collaborative inquiry process in order to further address our student’s needs. By creating tasks that match the students entry points we will further provide rigorous learning experiences for all of our scholars. .</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? 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? 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?

1. Teachers collaborate daily in content and grade-level teams to plan lessons and discuss common issues.
2. The school week is broken up into A, B, C, and D days. Teachers meet for two or these days in grade-level content teams and for two days in interdisciplinary grade-level teams. Teachers join together for 80 minutes on Mondays for professional development and on Tuesdays for parent contact and professional inquiry.
3. The administration is being deliberate in scheduling the time for professional development and time for teacher collaboration initiatives, such as reviewing student work for improvement of instruction, engaging in Collaborative Inquiry processes and having common planning time for instruction purposes.
4. Administrators will support the teacher meetings to ensure that school goals are addressed and include consistency of quality instruction, the use of data and the development of tiered instructional tasks.
5. The school promotes positive behavior through a reward system. Teachers use the RESPECT for All forum to remind students of proper behavior and create a climate of community. Students are given daily opportunity to participate in class discussions thus ensure that the classroom is a safe environment.
6. Teachers use daily conferencing, exit slip, and end unit assessment to plan for individual student needs. Teacher teams will follow the protocol of the Collaborative Inquiry process. Through the cycles we will identify students' strength and need, which will enable teachers plan for individual needs.
7. Teachers will recognize the individual needs and experiences of students, and work together to better understand and support those divers needs., NYCDOE, Overview of the Framework for Great Schools, January 2015

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, 80% of all teachers at IS 339 will receive an overall of "Effective" or above on the Measure of Teacher Practice (MOTP) as calculated and quantified by the Charlotte Danielson Framework for Teaching.

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>Daily informal and informal observations are done in pairs (informal observations) and individually on an ongoing basis. Classroom Observations</p> <ul style="list-style-type: none"> • Full-period formal • Partial-period informal • Full-period informal <p>- Actionable feedback is given to teachers along with an improvement plan that includes actionable expectations. Follow-up informal observations occur within two weeks. Teacher Feedback</p> <ol style="list-style-type: none"> Written Oral (via teacher meetings) Areas of strength / quality elements Areas for growth / needs Specific, targeted next steps 	<p>Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal and assistant principals</p>
<p>Principal, assistant principals and IEP teacher will work directly with grade and subject area teams to ensure the units of study are in alignment with Common Core Learning Standards</p> <p>- Principal, assistant principals, network supervisory staff, and teachers will facilitate PD activities for all teachers including ELLs and SWDs teachers.</p> <p>Aligned Professional Development</p>	<p>Teacher Leaders, Teachers</p>	<p>August 2015 to June 2016</p>	<p>Principal and assistant principals</p>

1. For Teachers

A. Rubric Domains

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

B. Targeted professional sessions based on individual and group needs and trends

C. Rubric norming and calibration

2. For supervisors

- Rubric norming
- Cultivating and delivering effective feedback; targeting next steps
- Data analysis
- Data, Monitoring, and Revision

A. Program effectiveness

B. Data analysis

i. Limited English Proficient Learners-will be tracked using NYSESLAT, ARIS, NYS ELA/MATH Assessments, Acuity and teacher formal and informal assessments.

ii. Students With Disabilities- will be tracked using student portfolios, IEP's and NYS ELA/MATH Assessments.

- Tracking growth over time
- Identifying growth areas
- Targeting professional learning
- Analyzing impact on student achievement

Review of overall observation data by means of ADVANCE reports that are available to central, district, and school supervisory staff.

1. Parent workshops that are ongoing to support family engagement and inform parents and families of the CCLS, school wide expectations, and community related concerns	Parents, Families, Guardians	August 2015 Sept. 2015 to June 2016	Principal, assistant principals, teachers, CBO supervisory staff, and parent coordinator
1. Professional developments/ Workshops that are ongoing to support teachers, inform parents and families of the CCLS, school wide expectations, and community related concerns.	Parents and Teachers	August 2015 Sept. 2015 to June 2016	Principal, assistant principals, teachers, CBO supervisory staff and parent coordinator

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.											
1. Scheduled meetings, conferences and classroom visits during the school day for share best practices.											
2. Scheduled meetings, conferences and classroom visits during the school day for share best practices.											
3. Scheduled time during the school day and after school for common planning.											
4. Scheduled time during the school day and after school for PDs activities.											
Part 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)	X	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.											
1. Improvement in teaching practices as per administrator observation and a deep dive analysis of the ADVANCE data in February 2016.											
2. Improved teacher practices to the Common Core Curriculum Standards.											
3. Completion of Professional development activities (Attendance of all teachers)											
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>An area of strength here at IS339 is that our leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP. The school leaders implement structures that include the Annual Professional Performance Review for teachers and Assistant Principal practices. The school leader attends meetings with the school council and school committees, including the School Leadership Team (SLT) and Parent Association (PA). Additionally, our school leaders organize and administer professional development based on student and teacher's needs.</p> <p>In order to improve we will continue to develop an effective communication plan to educate all stakeholders about the school's focused vision and precise improvement goals, including a plan for all stakeholders to participate in the assessment of progress made towards the goals. Furthermore, we will work on developing an overarching system to guide the targeted provision of expanded supports and programs in the school, including high quality PD to maximize staff capacity to meet all areas of student academic and social-emotional needs.</p>		

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?

1. The school leader will articulate a shared vision and mission to the entire school community by addressing the specific components of the leadership. Such as daily reminder that "Failure is not an option ... because success is the only option." This is the "motto" of the school. As a Renewal School, IS 339 is now partnered with PHIPPS Neighborhood, INC as part of the renewal school process. The Community Based Organization(CBO) known as PHIPPS, is highly recommended by the Department of Education. The CBO and the school will collaborate in developing a stronger link of communication that will support the process of crafting the Renewal Comprehensive Educational Plan for IS 339.

2. The Principal, in conjunction with the Professional Development Committee, of IS 339 will continue to implement a yearly school calendar for Professional Learning. Professional Development will take place externally as well as internally. Selected teachers will attend Teacher's College (for Writing) and Hunter College (for the Title IIB Grant) in order to develop best practices within the content areas of English Language Arts and Mathematics. STEM training for teachers of science begins this school year. Social studies teachers are also attending content specific professional development aligned to the Teacher's College model.

3. Student and Teacher programs align to ensure best matches and student/teacher performance. This action is taken based on the previous year's data results.

4. The school leaders will develop an evaluation process that will include initial conference for both informal and formal observation. During the pre and post conference observation, principal and assistant principal will provide guidance and feedback to teachers with actionable next steps.

5. The school will support a shared accountability through ATS, Online incident report, teacher conference, parent engagement communication, assemblies in order to create action plan for individual students.

6. The principal is committed to the distributive leadership model. Teacher leaders will participate in bi-weekly meetings with the Principal and or APs to ensure teacher influence on planning. The administrative team supports professional advancement for staff by providing guidance, development opportunities and advice, NYCDOE ~ Overview of the Framework for Great Schools, January 2015. The Community School Director will be responsible for upholding the school's mission and vision while also deepening the work of the school during after school and Saturday club/small group instruction.

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, Administrators and teachers will participate in content specific and collaborative team meetings to ensure accelerated student learning through reflective practices and professional learning experiences. This as measured by an increase in ADVANCE data specifically aligned to components (3b, 3c, 3d) and the School Quality Review indicator (1.2)

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) 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>Documented formal and Informal observations and inter class-visitations that include actionable feedback to teachers with emphasis on the entire C. Danielson Rubric (PPR APG).</p> <p>-School leaders will work during the school day, after school and during the summer to align the Danielson framework with the curriculum units and tasks to the CCLS in all content areas within the components 3b, 3c, 3d.</p>	<p>Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal and assistant principals</p>
<p>Teacher Team meetings to support teacher effectiveness and our response to data (assessment results and student work) as a school wide initiative (PD, DB). 2.2, 4.2</p> <p>Collaborative Inquiry meetings – to improve teacher practices and meet the needs of all students. 1.2, 2.2, 4.2</p> <p>-Content Team teacher team meetings – to support teacher understanding of the city wide instructional shifts and the CCLS (Reading, Writing, Speaking/Listening, and Language) in both the written unit/daily plan and in pedagogy (TG). 1.1, 2.2, 4.2</p>	<p>Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal and assistant principals</p>
<p>Parent workshop that will support family engagement and inform parents and families of the CCLS, School wide expectations, and community related concerns.</p>	<p>Parents</p>	<p>August 2015 to June 2016</p>	<p>Principal, assistant principals, teachers, CBO, and parent coordinator</p>

Workshops/professional learning experiences that will support teachers engagement and inform parents and families of the CCLS, School wide expectations, and community related concerns.	Teachers and Parents	Sept. 2015 to June 2016	Principal, assistant principals, teachers, and CBO, parent coordinator
--	----------------------	-------------------------	--

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.

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

Part 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)	X	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.

1. By January 2016, there will be a completion of two supervisory observations with actionable feedback to teachers with emphasis on the Domain 2 and 3.
2. All teachers will participate in at least of two meetings weekly
3. All teachers will participate in at least of two or three content or interdisciplinary team meetings weekly
4. Completion of three collaborative inquiry cycles during the school year.
5. Participate in at least of two or three meeting weekly
6. Participate in at least of one PD weekly
7. Participate in at least of one PD monthly

Part 6b. 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>• We, as a school community, will continue to develop our outreach to families and the community. We have implemented monthly calendars, monthly workshops, a communication system (telephone, email, and Engrade), as well as assisting families with crisis intervention through the ASTOR clinic which is located within this building. We are using our Century 21 Grant to include Oasis in our building which provide after school academic and recreational support. Additionally, during our Saturday Academy we administer a program which teaches adults the English Language. Yearly, we have a Family day to promote community involvement with the school. Curriculum nights are included in order set high expectations and establish school wide-goals.</p> <p>• In order to continue to develop our implementation of communication, we plan to implement a plan to communicate with families about the high academic expectations of the school. Additionally, we plan on collaborating with the district to develop protocols to make all school to home communications available in the home languages of the families served. As well as, provide all staff with explicit PD and job embedded follow up to support their capacity to develop and sustain partnerships with parents and families. Finally, we will work towards developing systems to enable all staff to regularly provide data to families about student progress in their home languages, and provide parents and families with the opportunity to learn to access and interpret the data to advocate for their child.</p>		

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?

please clarify this

commentP

1. The Principal's goal is to engage community partners in school activities. Families are welcome into the school and are made a part of the school community through visitation to the classroom. School safety officers greet families upon their entrance. They are asked for identification and then escorted to the main office. In the main office they will be greeted again and asked about their purpose for the visit. Then they will be directed to the specific personnel.
2. The school provides support to families so that they understand and can take an active role in what their child is learning through academic celebration, curriculum night, parent/teacher conference and an open door policy to sit in their child's class.
3. The school engages the community and families through family day, father's forum, mother day celebration and assemblies. Teachers are encouraged to participate in these activities to meet and greet the family. Teachers communicate frequently with parents.
4. Families partner with the school and CBO to support student success through extracurricular services and therapy. Space is provided in the school building to meet this need.
5. The Phipps Neighborhoods Community School at IS 339 will serve the entire student body. Services to be provided will include mental health services, physical health services coordination, family literacy activities, extended learning, and academic enrichment.
6. The school is currently offering educational opportunities for student's families. The school offers English classes to parents on Saturdays and GED classes for parents on Tuesdays, Wednesdays and Thursdays.
7. The Principal pushes teachers to communicate regularly with families. Teachers communicate to families about the support needed to advance the school mission, NYCDOE ~ Overview of the Framework for Great Schools, January 2015. Parents are invited to meetings and workshops in order to become aware of the expectations for students over the course of the school year. Parent workshops also include hands on learning experiences for parents and families to provide a better understanding of "what is being taught/learned" at IS39. Electronic and hard copy communications are sent home multiple times during the week so that all correspondences are received.

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, There will be a 10% increase parental involvement in the areas of participation, communication and decision making as measured by the School Environment Section of the 2016 School Quality Snapshot and parent event attendance records.

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) 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>1. The PIP and Title I committees will work with the school to implement the following:</p> <p>a. I.S. 339 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:</p> <p>i. Solicit opinions/interest of parents at PA meetings</p> <p>ii. Online and paper surveys to help in planning, review and improvement of the school’s programs</p> <p>iii. Provide copies of policy/compact to all parents</p> <p>b. I.S. 339 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:</p> <p>i. Parents will be involved in reviewing and modifying the parent policy through monthly PA & SLT meetings</p> <p>c. I.S. 339 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance:</p>	<p>Parents</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal, assistant principal, parent coordinator, parents, and teachers</p> <p>CBO</p>

<p>i. Parents will be informed of all parent workshops and activities by:</p> <ul style="list-style-type: none"> • School website • E-Mail • School calendar • Parents’ Association monthly meeting • Reminder letters and phone calls, including “auto-dialer” messages <p>d. I.S. 339 will coordinate and integrate Title 1 parental involvements strategies with parental involvement strategies under the following other programs:</p> <p>i. Parent Workshops (behavior management, computer skills, homework tips, nutrition, Middle School Initiative, test sophistication, connected learning)</p> <p>ii. Title 1 City and State Data Report Meetings</p>			
<p>2. I.S. 339 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and activities (with particular attention to parents of students who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are off any racial or ethnic background) The School will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.</p> <ul style="list-style-type: none"> • Solicit opinions of parents at PA and SLT meetings or Parent Workshops / Activity Surveys 	Special Education and ELL’s parents and teachers	Sept. 2015 to June 2016	Principal, assistant principal, parent coordinator, parents, and teachers CBO
<p>2. I.S. 339 will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective parent involvement of parents to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:</p> <p>a. The school will provide assistance to parents of children served by the school, as appropriate, in the understanding topics such as the following, by undertaking the actions describe in this paragraph--</p>	Parents and Teachers	Sept. 2015 to June 2016	Principal, assistant principal, parent coordinator, parents, and teachers CBO

<p>i. the State’s academic content standards,</p> <p>ii. the State’s student academic achievement</p> <p>iii. standards,</p> <p>iv. the state and local academic assessments</p> <p>v. including alternate assessments</p> <p>b. Part A, how to monitor their child’s progress, and how to work with educators:</p> <p>i. Signing School Compact</p> <p>ii. Parent Orientation Meetings</p> <p>iii. OpenHouse</p> <p>iv. November/March Parent/Teacher Conferences</p> <p>v. Parent Educational Workshops</p> <p>vi. Website links</p> <p>vii. Test sophistication workshops</p> <p>c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, through:</p> <p>I. Team Conferences</p> <p>II. Curriculum Conferences</p> <p>III. Professional Development Trainings</p>			
<p>2. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parent involvement, through:</p> <p>a. Open and constant access to the Parent Coordinator</p> <p>b. Parent Resource Center</p>	<p>Parents and Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal, assistant principal, parent coordinator, parents, and teachers</p> <p>CBO</p>

c. Parent Workshops for Literacy and Math			
d. Curriculum Parent Workshops			
e. Family Literacy Workshops			
f. f. Technology Training for Parents			

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.											
1. Common planning time for Principal, assistant principal, parent coordinator, teachers and other staff members.											
2. Two Open School Afternoon and Evening sessions per year											
3. Two curriculum sessions per year											
4. Monthly workshops											
5. Family Day											
Part 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		C4E
	Title I 1003(a)	X	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.
Parent involvement will be tracked and monitored by their participation in all parent activities, including SLT meetings, PA meetings, Parent/Teacher Conferences, Curriculum Night, Saturday Academy, Parent Activities, Ramapo for Children workshops, (classes, forums, Family Day, learning walk), teacher outreach to parents on Tuesday afternoons, and school website track form.
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 – Specific, Measurable, Achievable, Realistic, and Time-bound.

The purpose of this document is to provide initial thoughts as to how Phipps Neighborhood’s and IS 339 will carry out the Extended Learning Time (ELT) Portion of the community school at the 1600 Webster Avenue campus. It is important to note, that as the primary Community Based Organization (CBO) provider for IS 313 and IS 339, Phipps neighborhoods will work with the principals at both schools to integrate and leverage the community school resources as much as possible. That said, each school will have its own unique set of needs which may require nuances in the model in order to meet the needs of both schools. For example, IS 313 has recently been awarded a SONYC after school grant but IS 339 does not have that additional resource thus, the allocation of resources for ELT will be different for the two schools, while at the same time every effort will be made to establish economy of scale in the best interest of both schools in the building.

Part 1 – ELT Summative Program Goal(s)

Extended learning time will provide every student in the school academic support, remediation and/or enrichment that is facilitated in an engaging manner which capitalizes on the student’s personal goals and interests. The 2015 – 2016 ELT goals will be as follows:

- 75% of students who participate in academic support, homework help, and or tutoring for 90 minutes after school four days per week for 36 weeks during the course of the school year will show improvement in their core subject areas as measured by increased quarterly grades in ELA, math, science and social studies.
- At least 50% of students at the school will participate in additional 90 minutes of club based activities and/or academic support for a total of 180 minutes at least two days per week, after school, for 28 weeks during the course of the school year

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		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.				
Participation in 90 minutes of academic support / homework help/tutoring four days per week will be compulsory for all students at the school. Participation in the additional 90 minutes of club based activities and/or academic support will be voluntary and the target will be 50% of the school. The voluntary portion of the ELT program will actively encourage participation by providing students voice and choice with respect to the content and types of activities that will occur. Student interests will be surveyed before determining the nature of after school activities including arts based, recreational and sports related options. Academic support beyond the initial mandatory 90 minutes will utilize project based learning, which will further increase student engagement and interest in attending. Lastly, the				

community school contract will provide group and individual incentives for attending such as field trips, group celebrations, and celebratory recognition of achievement.

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?

- 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?

Phipps Neighborhoods and School staff will craft a schedule of activities that will provide high-interest programming for a minimum of 4 days/week, 2.5 hours/day (360 hours/year), with a 5th day open for scheduled special initiatives such as student showcases, family engagement activities, community meetings, and college and career readiness events. The first hour of ELT will be compulsory for all students at the school and focus on specific academic skill building, review, remediation and acceleration. Programming in the first hour will be provided in conjunction between the school’s teaching staff and Phipps Neighborhoods group leaders and academic specialists. The time will include small group instruction, homework help and academic tutoring. Phipps Neighborhoods staff will participate in the school teacher’s weekly grade team meetings and planning sessions in order to align the after school content with the school’s curriculum and individual student needs. We will also provide opportunities for students to work with Phipps Neighborhoods and school staff in preparation for state tests and college entrance exams.

The second portion of the after school program will center on project based learning and be structured with club-based, cohort-based, or gender-based groupings. Offerings will be decided in tandem with the school community. Activities may include Music Production, Dance, Leadership, Basketball, Entrepreneurship, Robotics, Brotherhood/Sisterhood Circles, Cooking, and Spoken Word. These activities will be planned with connections to day-school learning and/or life skills development with a Connected Learning approach, specifically around 21st Century skills of communication, collaboration, and critical thinking.

At IS 313/339, Phipps Neighborhoods will provide a schedule of activities that addresses the academic and social and emotional needs of the students. Since most students are performing well below proficiency level on state exams in ELA, math and science, we will provide STEM and literacy-based activities that allow students to apply skills they have learned in a recreational environment, such as Robotics, Brain Games, PLUS (Positive Learning Using Sports), and Spoken Word. In order to promote social and emotional learning after school, activities that allow students to discuss real issues that affect their lives, such as bullying, peer pressure, drugs, and alcohol, in a safe environment with their peers will be offered in order to promote healthy social/emotional development and provide students with the skills to deal with conflict, build resilience, and make good choices with guidance from a caring, skilled adult in offerings including Brotherhood/Sisterhood Circles, Team building, and Peer Mediation and Mentoring. To address gaps in arts programming the ELT program will provide opportunities for learning through Drama, Music, Dance, and Visual and/or Performing Arts. Additionally, Phipps Neighborhoods staff is trained to provide Project-Based Learning (PBL)

activities with the voice and choice of students driving the content and product of the project, so our staff can support content-area learning by exploring topics of high interest while incorporating literacy, math, science and technology, as well as arts and community engagement.

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.

There will be a full time ELT coordinator who will oversee the program. In addition to the full time coordinator the school will identify a staff member (to be determined at an upcoming strategy meeting) to work closely with the coordinator to ensure the ELT program is structurally aligned to the academic needs of the school. Phipps Neighborhoods may subcontract a portion of the ELT service provisions to well qualified providers when appropriate and deemed necessary though the needs assessment which will be conducted in tandem with the school. The ELT program’s impact will be evaluated as qualitative and quantitative measures by means of student attendance during the day and after school. Conducting subgroup analysis (grade gains and promotion rates) of all the students who participate in the mandatory ELT program.

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

Compulsory ELT: September 14 2015 – June 17 2016

2015-2016

EXPANDED LEARNING TIME SCHEDULE

Day	Student School Day/ELT	ELT Teacher Work Day (including	Teacher (non-ELT) Work Day
MON	8:20 a.m.-2:40 p.m.	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)
TUES	8:20 a.m.-2:40 p.m. /2:40-3:55 p.m.	8:20 a.m.- 2:40 p.m - PD: (2:40 - 3:55)	8:20 a.m.- 2:40 p.m. (PE + OPW: 2:40 - 3:55)
WED	8:20 a.m.-2:40p.m. /2:40-3:55 p.m.	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
THURS	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
FRI	8:20 a.m.-2:40 p.m./ 2:40 p.m.- 3:55 p.m.	8:20 a.m.- 2:40	8:20 a.m.-2:40 p.m.

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.

This section cannot be completed until more information is provided by DOE with respect to the teacher’s contractual involvement in providing extended day instruction. That being said Phipps Neighborhoods and the school agree to collaborate with one another to appropriately staff and budget for the above described ELT program. Ideally, the school’s teachers will be the primary instructors for the compulsory portion of ELT with Phipps Neighborhoods staff providing supplemental support (push in and pull out during that time) and Phipps Neighborhoods staff or subcontractors will be the primary service providers for the voluntary portion of the ELT program.

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		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

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.

In January 2016 at least 60% of students who have 90% attendance in the compulsory portion of ELT will show improvement in their core academic subject areas.

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, the Phipps Neighborhoods Community School at IS 339 will have the employ the four components of the community school model-family engagement, mental and physical health services, extended learning and academic enrichment, and community engagement-to promote academic achievement for all students.

Using benchmarks obtained through the needs assessment process, by July 2016, the Community School will conduct ten (10) family engagement activities that will increase parental awareness and understanding of the school’s curriculum and how parents can support their children’s education.

Using benchmarks obtained through the needs assessment process, by July 2016, the Community School will provide mental health services specific to the needs of students utilizing a combination of community partners and community school personnel.

Using benchmarks obtained through the needs assessment process, by July 2016, the Community School will engage a medical provider to provide annual screenings and preventative services to students.

Using benchmarks obtained through the needs assessment process, by July 2016, the Community School will provide academic enrichment to at least 50% of the student body as measured by program attendance.

Using benchmarks obtained through the needs assessment process, by July 2016, the Community School will have a fully operational leadership team comprised of local CBOs, parents, local business partners, and community members.

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 Phipps Neighborhoods Community School at IS 339 will serve the entire student body. Services to be provided will include mental health services, physical health services coordination, family literacy activities, extended learning, and academic enrichment.

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.

IS 339 has partnered with Phipps Neighborhoods to meet the requirements for a Community School in the School Renewal program. The principal, members of the SLT, and Phipps Neighborhoods staff will work collaboratively to hire a Community School Director through a joint interview/screening process. The Community Director will coordinate the needs assessment process by reviewing relevant school data, interviewing school leadership, and conducting student, teacher, and parent surveys. Collectively, the community school leadership team will analyze the data and develop a strategy for goal achievement. The strategy will include extended learning and mental health services, as well as other elements illuminated from the needs assessment.

The community school leadership team will provide guidance and oversight for the work that at the Community School. This team will be integrally involved in strategy decisions and program delivery. Parents, students, community members, instructional staff, the principal, and the community school director will comprise the leadership team. The team will meet monthly to discuss strategy and programming.

The community school director will participate in weekly student support and attendance meetings with school personnel to review attendance and student concerns. Using the student sorter to extrapolate attendance, testing, and behavioral data, these meetings will serve to focus on trends and develop intervention strategies to address troubling trends as they arise. The director and school principal will also meet regularly to review progress of the work and implementation.

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.

Implementation of the Community School will be the responsibility of the Community School Director. The director will work in tandem with the school principal to oversee the work as prescribed by the community school strategy. The director will be supervised by the Community Schools Managing Director at Phipps Neighborhoods. Weekly supervision sessions will provide guidance support to the work. Additional personnel, both school and community partners will be determined by the strategy informed by the needs assessment. Phipps Neighborhoods will work alongside the school personnel to design the ELT program to provided academic support. Impact on student achievement will be measured by standardized test scores and report card data.

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

Resources needed include a community school director and office space for community program personnel. Additionally, personnel to deliver ELT, academic enrichment, mental health, and parent engagement activities are needed. Professional development for program and school staff that reinforces the new community school model is needed, as well. An extension of the school day to include the additional hour for ELT would be ideal to ensure maximum participation. Instructional needs will be determined upon completion of the needs assessment.

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

TASK	DUE DATE
Complete Mental Health Assessment	6/8/15
Hire Community Schools Director	6/30/15
First Community Leadership Meeting	7/15/15
Complete Needs Assessment	7/15/15
Complete Program Workslope	7/20/15
Hire Relevant Personnel	8/15/15
Professional Development	8/31/15

Begin Programming

9/8/15

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

		<ul style="list-style-type: none"> - Socratic Seminar/practice - Cornell Note Taking 	<ul style="list-style-type: none"> - Delivered in both small group and tutoring settings - Delivered in both small group and tutoring settings -Delivered in both small group and tutoring settings 	<ul style="list-style-type: none"> -Pull-out and push-in during the school day -Pull-out and push-in during the school day
Social Studies	Push-in to assist lower level performance students	<ul style="list-style-type: none"> - Depth of Knowledge Questioning Techniques - Costa’s Questioning - Socratic Seminar/practice -Cornell Note Taking 	<ul style="list-style-type: none"> - Delivered in both small group and tutoring settings -Delivered in both small group and tutoring settings - Delivered in both small group and tutoring settings -Delivered in both small group and tutoring settings 	<ul style="list-style-type: none"> -Pull-out and push-in during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Push-in to assist lower level performance students in all content areas	<ul style="list-style-type: none"> - Guidance Counseling -Parent Conferences -Mental Health Referrals/Phipps/Astor 	<ul style="list-style-type: none"> - One-to-One Student Counseling -Held as needed -Issued based on need and emergent circumstances 	<ul style="list-style-type: none"> - Delivered weekly, during the school day -During the school day and after school -Throughout the school year

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.
<ul style="list-style-type: none"> • Attracting Highly Qualified Teachers (HQT) • Ongoing professional development in Teacher Effectiveness • Lab-site" classrooms for teachers with rubric-based exemplary practices • Classroom inter-visitations to highlight and disseminate rubric-based best practices • Team leader and Content Facilitator cabinets to foster communication and planning between teachers and administration • Support of the MOTP/MOSL Specialists • Opportunities for teachers to facilitate professional development for colleagues in areas of strength, aligned to school- wide deficiencies or trends of need

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teacher Professional Development: • New Teacher Center • Tuition Reimbursements • Teacher's college • Differentiated Professional Development • Based on teacher professional goals, classroom observations, staff needs analyses

- Leadership Opportunities for teachers
- Administrative internships
- Content Area Facilitators (Small Learning Communities)

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
--------------	--	---------------------------------------	--

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	622,100.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,812.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,968,609.00		

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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS 339**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **IS 339** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

IS 339 , 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>IS 339</u>	DBN: <u>09X339</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>95</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

- The Saturday program will run from Saturday, October 25, 2014 through Saturday, April 9, 2015, for 4 hours per Saturday for 2 6 sessions. The Vacation program will be held over the February and April school vacations for three days per break, for 3 hours each day. Each program will focus primarily on Spanish and English language instruction, using both ELA materials and language acquisition programs.

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

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

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

- Thirty site licences for Rosetta Stone will utilized to support additional instruction to ELLs.

Part C: Professional Development

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

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

Part C: Professional Development

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

- program and resource usage (presented by vendor representatives). We do not use outside vendors to provide PD's
 - ESL / Bilingual teaching strategies (presented by Ms G. Cruz and Network Staff).
 - Test sophistication (presented by 339 administration). They presented different techniques for ELLs to prepare them for the state test. Examples of strategies are the following: utilizing text features like pictures, graphs, etc., using dictionaries, glossaries, using cognates to help in understanding vocabulary words, annotations, read alouds and other test taking strategies.
- Furthermore, teachers will receive periodic training on Monday afternoons (2 hours) in data collection, analysis, and usage with respect to ELL students from school administration and school data team.

Part D: Parental Engagement Activities

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

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

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

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

I.S. 339 has both written and oral translation needs in the following languages: Spanish and French. Findings will be discussed in SLT meetings, Parent Association meetings

Part D: Parental Engagement Activities

and Teacher meetings. These findings will be reported to the school community throughout letters, flyers and meetings will the stakeholders throughout the year. We have on staff at I.S. 339 bi-lingual staff representative of the full spectrum of our student and parent populations available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

Part E: Budget

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

Allocation Amount: \$21640

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be 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 9	Borough Bronx	School Number 339
School Name IS 339		

B. Language Allocation Policy Team Composition

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

Principal Ms. Kim Outerbridge	Assistant Principal Ms. Georgina Cruz
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ms. Diana Stoyanova	School Counselor Ms. Fabiola Rodriguez
Teacher/Subject Area Mr. Jose Betancourt/SS	Parent Ms. Rosario Pedraza/PA
Teacher/Subject Area Mr. Roberto Crespo/NLA	Parent Coordinator Mr. Ramon Echevarria
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Ms. Leticia Rodriguez- Rosario	Other (Name and Title) Ms. Jerseydis Ruiz/ENL

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	0	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	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	558	Total number of ELLs	158	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

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"/>

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 type="checkbox"/>	No <input checked="" 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	1	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	158	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	36
SIFE	18	Developing ELLs (ELLs receiving service 4-6 years)	55	Long-Term (ELLs receiving service 7 or more years)	33

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

	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	42	12		2						0
DL										0
ENL	26	6	7	55	4	17	33		11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

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							12	12	20					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: _____
--	---

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							36	31	21					0
Chinese														0
Russian														0
Bengali								1	1					0
Urdu														0
Arabic							1	1	1					0
Haitian								1						0
French								2	2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							6	4	6					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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					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									0
7									0
8									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
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.
 - In the beginning of the school year, all students are administered a reading SRI in a printed form. This gives teachers data which can be translated into diagnostic tools such as Fountas and Pinnell reading levels. The results of the SRI are used to assign books to students for in class work and homework, measure their progress, and create reading groups. The SRI data is also used to group students for collaborative inquiry. In addition, students are tested for their exact reading level using Fountas and Pinnell benchmarks in the beginning and the end of the school year to measure growth in their reading proficiency.

Bilingual students in 01 classes are also administered the Milestone placement exam which provides the school with data about their level in reading, listening and writing skills in English. This data is used to provide a background information and further guide instruction across disciplines in the following areas: phonemic awareness, vocabulary and grammar, writing conventions and reading comprehension. On this assessment, in 7th grade for example, in almost all the areas most of the students perform in the 50-75% percentile in the beginning of the school year and in the 75-100% at the end of the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - After studying our NYSITELL and NYSESLAT data, we recognized that there is no clear pattern to anticipate beginning, intermediate and advanced students across the grades. This is because our school admits many new students each year--both at the beginning and throughout the school year. Traditionally, our students in all grades perform higher on the Listening and Speaking sections of the NYSESLAT than the Reading and Writing portion.

While analyzing the RLAT with the NYSITELL and NYSESLAT scores, we recognized the same pattern across the grades. The students who scored 000 or B (Beginning) in the NYSITELL when they first came to the school scored B (Beginning) in the NYSESLAT that same school year. There were improvements in terms of scores but the decision was the same.

Most of the new arrivals this school year who took the NYSESLAT in Spring 2015 have not received their scores yet.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Because of the aforementioned discrepancy between Listening and Speaking scores and Reading and Writing scores, reading and writing are being emphasized in all content classes. The ELLs are taking part in a school wide initiative to emphasize writing five-paragraph essays in every core class--not just in ELA. In addition, in order to boost NYSESLAT writing scores, teachers will use Reading A-Z to make sure students at all language levels are reading in English. Guided reading assessments will be used to check progress. System 44 and Rosetta Stone will be used to give ELLs intensive phonics instruction

4. For each program, answer the following:

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

a) Across grades, beginners perform poorly on tests in English and better on tests in the native language, although SIFE students also struggle with tests in their native languages. Intermediate students perform better on English tests than beginner students, but still do better on native language tests. For advanced students, they perform better on English tests than intermediate and beginner students do, but their skill level correlates to how long they've been in the program. Some long-term ELLs are not literate in their first language. These patterns are true of students both in the TBE and the ESL programs.

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

c) Our periodic assessments support the idea that the stronger a student's native language, the quicker the student's acquisition of English. As a result, all three grades have pushed to include native language texts, videos and materials in order to maximize transference of language skills across content areas.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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).

We evaluate our programs' success by looking at our students' end-of-the-year NYSESLAT, ELA and Math scores. We examine students' most recent score, as well as how much growth they have made on each exam in previous years. Once we have the Periodic

Assessment in March, we will be able to compare our students performance on that test to their performance on the NYSESLAT. We also use unit, formal and informal assessments to guide our daily practice.

Part IV: ELL Identification Process

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

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 potential ELL is registered at I.S. 339 they are given the HLIS by the secretary, Ms. Patino. Then one of the ESL teachers, if possible that grade’s ESL teacher, is called to administer the informal oral interview in English and the NYSITELL within the first 10 days. The Spanish LAB is also administered within the first 10 days by Mr. Roberto Crespo. At the beginning of the year, all ELLs are given a reading and writing baseline assessment from the appropriate level Milestones book. At the end of the year the NYSESLAT is administered to students by the ESL teachers, following an ELL periodic assessment in October.
2. 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).
Then one of the ESL teachers, if possible that grade’s ESL teacher, is called to administer the informal oral interview in English and the SIFE questionnaire within the first 10 days.
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).
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.
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).
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.
Upon enrollment of a child who has been determined to be eligible for ELL services, parents are shown a video describing the three available programs for ELLs by the school administrator and school and teacher guided by the parent coordinator. Parents will be informed about child placement by letters, emails, phone calls. This will allow and help them select the right program that will cater the student needs. Additionally, each fall an open house hosted by the ESL and Bilingual team is held for all parents to describe the three program choices available to them. A Spanish translator will be present, and--when applicable--a French translator, as well. For any open house, parents will be contacted through letters home, flyers, and a mass call home in English and Spanish.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Paste response to question here:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here:
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.
Paste response to question here:
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here:

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).

Paste response to question here:

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.

The majority of ELLs are grouped by team within their grade. ESL teachers push-in to various classes with these students; in most ELA classes, as well as some social studies classes. Teachers have arranged push-in so that students are receiving their required minutes, and are getting language assistance in a variety of settings. In 6th, 7th and 8th grade there are more ELLs than can fit in one team. There are also students in all grades who have IEPs and have been placed in a variety of different settings (CTT, 12 to 1). ESL teachers push-in in some cases and pull-out in other cases in order to meet with all of these students. We follow a block schedule. Students are grouped by class and arranged according to ability level when possible. In the Transitional Bilingual class in each grade, students are primarily beginners along some intermediate students, at the ESL teacher and content area teacher's discretion. Students in the ESL-only program are grouped according to language ability level; intermediate students are primarily grouped together, and advanced students are grouped together, again based on teachers discretion. Students who are ELLs but are placed outside the ELL pod have been placed according to their IEPs, not their English level. The ESL teachers either push-in or pull-out to meet their language needs.

- b. TBE program. *If applicable.*

In the Transitional Bilingual class in each grade, students are primarily beginners along some intermediate students, at the ESL teacher and content area teacher's discretion.

- 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)?

There is a total of three ESL teachers. There is one ESL teacher assigned to each grade. Each teacher is responsible for meeting all ELLs in her team, as well as any placed outside of her team. The Spanish teacher meets with Spanish-speaking ELLs to provide Native Language Arts.

a. In the transitional bilingual classes, students have 45 minutes of ESL-only instructional minutes every other day. The ESL teacher also pushes into various classes such as ELA or Social Studies, and sometimes pulls out, in order to meet the required 360 minutes a week for beginner and intermediate students, and 180 minutes for advanced students. All students received a minimum of 180 minutes of ELA a week. All students in the transitional bilingual classes receive math and social studies in Spanish and some students receive other classes in their native language as well. Students receive 45 minutes of NLA daily.

3. Describe how 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.

For the TBE program, Science is taught in English with targeted native language support to students in all grades. In all grades, students receive Social Studies instruction in their native language with second language support. Content teachers consult with ESL teachers during team meetings for support and to exchange best practices. In some cases an ESL teacher pushes into content classes, too. Math instruction occurs in Spanish in all grades.

For the ESL-only program, all content areas are taught in English employing ESL-specific strategies. Instructional approaches and

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Spanish speaking students receive the Spanish LAB within 10 days of their arrival, they also receive assessments in their NLA class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year we use the results from the following assessments: NYSITELL and NYSESLAT scores, periodic assessment, ESL baseline, formal and informal in class assessments that involve all four modalities, students' classwork, homework and participation. ESL and Content area teachers will collaborate to create lesson plans that must include tasks and skills that will address the four modalities. Students will also be assessed on the tasks and skills that were designed to identify strengths and weaknesses for further and future planning.
6. How do you differentiate instruction for 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
 - a. These students are placed in our ESL or TBE programs based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, in pull-out programs, in Holiday and Saturday Academy to hasten closing the learning gap of these students. By analyzing the data from their assessments, the NYSESLAT test, and teacher-created tests, we can review and revise individual student instructional plans for student success.

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

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

 - d. Our long term ELL students continue their placement in our ESL or TBE program based on their needs and parental decisions. Whenever possible, literacy development in their native language is ongoing. In addition, targeted academic interventions that accelerate vocabulary and content knowledge are used. By analyzing the data from their interim assessments, the

NYSESLAT, and common content assessments, we can review and revise individual student instructional plans for student success. Mandatory Holiday and Saturday Academy for ELLs provide additional opportunities to develop literacy, academic and social skills with a focus on reading and math. Students who are deemed to not be making adequate progress may be referred to a school counselor to investigate the necessity of creating an IEP for the student.

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

7. 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.

Paste response to questions here:

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?

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

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?

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

Chart

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

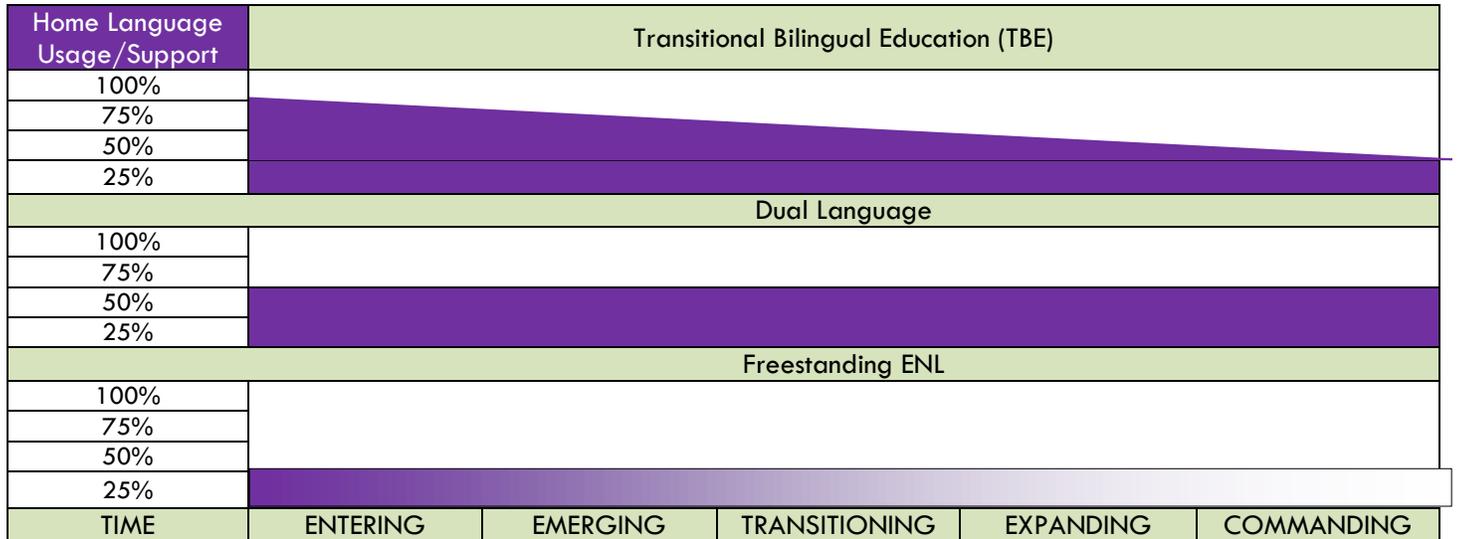


*Note “other approved services” does not apply to New York City at this time.

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.
Our school places a strong emphasis on reading across the curriculum and the classes serving ELLs are no exception. The teachers in the ESL program emphasize reading in both the student's native language and English. Additionally, the standards for listening, speaking, reading and writing are met through a combination of instruction being delivered by following the TBE model for beginner ESL classes. Bilingual classes use the following Spanish-English TBE model: 60-40 for the beginning of the school year; 50-50 in the middle of the school year; 75-25 at the end of the school year. As the students acquire more English, the ratio shifts to reflect their language acquisition. In addition, during independent reading, teachers conference with ELLs. They also conference with lower-performing ELLs in other content classes. Our school also promotes writing a five-paragraph essay in all content areas. Programs like System 44, Milestones and Rosetta Stone are used during AIS (Academic Intervention Services), Holiday and Saturday Academy.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is meeting the needs of our ELLs in both content and language development because students are grouped into specific classes based on NYS ELA exams, Special Modifications and NYSESLAT results. The NYSESLAT results help us tier classes and seating according to their language development needs. Using formal assessments such as the NYS ELA exam and informal assessments we are able to bridge the content gap and scaffold lessons according to ELL needs. In addition, all teachers that teach the ELL population are bilingual. Furthermore, our NLA teacher plans his lessons collaboratively with the ELA/ESL team of teachers. ESL and Content area teachers will collaborate to create lesson plans that must include tasks and skills that will address the four modalities. Students will also be assessed on the tasks and skills that were designed to identify strengths and weaknesses for further and future planning.
12. What new programs or improvements will be considered for the upcoming school year?
This year, ELLs may be using System 44 and/or Rosetta Stone during Saturday and Holiday Academy. This program is continuing in its second year, with the intention of strengthen ELLs' phonics skills. In addition, the ELA and ESL teachers are receiving subscriptions to Reading A-Z this year in order to facilitate differentiation in reading.
13. What programs/services for ELLs will be discontinued and why?
Achieve 3000 will most likely be discontinued at the end of this year because of funding.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All communication about school programs is translated into Spanish. In addition, ELLs are given preference for admission into both Saturday Academy and after-school intervention programs.
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.
We have three levels of Milestones textbooks and workbooks available to our ESL and TBE classes. All classes utilize a variety of instructional materials and technology to access ELLs. These include classroom libraries, powerpoints, smartboards, laptops, traditional glossaries, dictionaries, bilingual dictionaries, ipads with ELL applications, Reading A-Z, and projectors.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The TBE model utilizes Google translate, and Spanish-language texts to support native language learning. Additionally, student work produced in Spanish is occasionally accepted in various content area classes. The ESL model also utilizes Google translate to assist when necessary. Students are also encouraged to read content-relevant texts in their native language whenever possible and productive. 7th and 8th grade TBE classes have a Spanish-speaking para-professional due to the fact to Ms. Ruiz (8th grade ESL) and Ms. Stoyanova (7th grade ESL) do not speak Spanish. The TBE classes also receive Native Language Arts class daily.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and correspond to ELLs' grade-level classes. Students who have been held back are not placed according to their age.
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).
We currently have no program in place for students before the beginning of the school year. This year we had a parent welcome open-house in September that is offered in English and Spanish.
19. What language electives are offered to ELLs?
The only language elective offered is 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.)
The school-based professional development team is comprised of the principal and assistant principals. Both the principal and assistant principals are charged with planning and structuring meaningful professional development that meets the needs of our faculty in the bilingual and ESL department, as well as all subject area teachers who are responsible for delivering instruction to ELL students. All pedagogues are scheduled for mandatory team planning periods every other day. As the recipients of a CUNY-NYSIEB grant, we also hosted two professional development sessions on translanguageing this past fall for all interested staff.
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?
Teachers of ELLs are offered some professional development on site and a variety of PDs outside of school. Some of the most recent professional development that were conducted in our schools are Understanding the Common Core Standards, Thinking Maps, Building Rigor in your Lessons, etc. Teachers also attend professional developments outside of school, such as Translanguageing and The Office of ELLs, offered by CUNY.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The principal sends guidance counselors, teachers and the parent coordinator to the middle school open house to meet with students transitioning from elementary to middle school. Assemblies are held for parents throughout the year, and guidance counselors are available to assist students in their transition. Teachers and other staff who speak students' native languages provide translation between students, teachers and parents. Our bilingual guidance staff arranges visits from high schools which specialize in new immigrants. During these visits, students experience a short presentation about the prospective high school. All such presentations are enhanced by the presence of a Spanish-language translator. In addition, the 8th grade ESL teacher conferences with students during lunch and after-school to ensure ELLs understand how to read the high school books. These practices allow students to make an informed decision and select their best possible high school.
4. 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.
Professional Developments contributing toward the minimum 50% of ELL training for all staff include topics such as diagnosing student needs by using ATS, gathering year-end data to assess growth of ELL students, Language acquisition, translanguageing, and analyzing and interpreting year-end data to track growth of ELL students for the upcoming year. Other appropriate PDs will be selected at the principal and assistant principals' discretion. . A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR-Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

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?

1. I.S 339 has a PA (Parent Association) which parents are notified about through a bilingual flyer sent home from school. The Bilingual Information and Orientation Session involves and informs parents of all Bilingual/ELL programs available at our school site as well as the range of choices provided by the Department of Education. Calendars and other flyers are printed and given out at school for parents to learn about news. Flyers are offered in both English and Spanish.

2. 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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator distributes surveys, parent-teacher conferences alert teachers of parents' needs, and the guidance counselors reaches out to our parents. We also address individual parents' concerns. C.I.S. 339 also reviews the previous year's school environment survey to identify parent needs or concerns.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? I.S. 339 does currently partner with another agency to provide workshops and services to parents like GED.

5. How do you evaluate the needs of the parents?

Many of our students' parents are also English language learners. In order to encourage learning throughout the entire family, as well as boost Saturday Academy attendance, we have offered Rosetta Stone for parents. The other meetings listed above also give parents a chance to communicate any problems or concerns with teachers.

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

Many of our students' parents are also English language learners. In order to encourage learning throughout the entire family, as well as boost Saturday Academy attendance, we have offered Rosetta Stone for parents. The other meetings listed above also give parents a chance to communicate any problems or concerns with teachers.

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.

Paste response here:

Part VI: LAP Assurances

School Name: IS 339		School DBN: 09X339	
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)
Ms. Kim Outerbridge	Principal		6/26/15
Ms. Georgina Cruz	Assistant Principal		6/26/15
Mr. Ramon Echevarria	Parent Coordinator		6/26/15
Ms. Diana Stoyanova/ENL	ENL/Bilingual Teacher		6/26/15
Ms. Rosario Pedraza	Parent		6/26/15
Mr. Jose Betancourt/SS	Teacher/Subject Area		6/26/15
Mr. Roberto Crespo/NLA	Teacher/Subject Area		6/26/15
	Coach		
	Coach		
Ms.Fabiola Rodriguez	School Counselor		6/26/15
Ms. Leticia Rodriguez-Rosario	Superintendent		6/26/15
	Borough Field Support Center Staff Member		
Ms. Jerseydis Ruiz/	Other _____		6/26/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X339** School Name: **IS 339**
Superintendent: **Ms.L. Rodriguez**

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.

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

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

As indicated above, I.S. 339 has both written and oral translation needs in the following languages:
Spanish and French.

Findings will be discussed in SLT meetings, Parent Association meetings and Teacher meetings. These findings will be reported to the school community throughout letters, flyers and meetings with the stateholders throughout the year.

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.)

All letters to parents/guardians which are printed directly from ATS should automatically be printed in the home language. For example: Promotion in doubt letters-June promotional letters as well as summer school letters.

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 - Nov. 17 & 18, 2015, March 16 & 17, 2016.
Curriculum Nights - Sept. 16, 2015, May 11, 2016

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.

Written translation services needed for Spanish and French will be provided in-house by qualified personnel. Most school events and functions have been planned and calendared in advance for the 2014-2015 school year and written notification of planned events in alternative languages will be completed in advanced according to the calendar. As mentioned, we have on staff at I.S. 339 bi-lingual staff representative of the full spectrum of our student and parent populations available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral

interpreters when the need arises.

2. Describe 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.

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

Part 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.)

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

LAC and the parent coordination will ensure that all notifications/posters are clearly posted both in the main office and the main entrance of the school building.

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)

Parent survey/ PA meetings as well as SLT meetings. Parent notification through notices that are back packed with students.