



ROLAND HAYES INTERMEDIATE SCHOOL 291

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 32K291
ADDRESS: 231 Palmetto Street
Brooklyn, NY 11221
TELEPHONE: (718) 574-0361
FAX: (718)574-1360

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 32K291 **SCHOOL NAME:** Roland Hayes Intermediate School 291

SCHOOL ADDRESS: 231 Palmetto Street, Brooklyn, NY 11221

SCHOOL TELEPHONE: (718) 574-0361 **FAX:** (718) 574-1360

SCHOOL CONTACT PERSON: Principal: Sean J. Walsh **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Pamela Vance

PRINCIPAL: Mr. Sean J. Walsh

UFT CHAPTER LEADER: Ms. Sharon Bell

PARENTS' ASSOCIATION PRESIDENT: Ms. Katherine Rodriguez

STUDENT REPRESENTATIVE:
(Required for high schools) Not Applicable

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** CFN 208 – Cluster 2

NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Ms. Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Sean J. Walsh	Principal/Administration	
Sharon Bell	Gym Teacher/UFT/DC37	
Pamela Vance	Science Teacher/School Leadership Team Chairperson	
Jonathan Schulman	Civics Teacher/ELA Social Studies Teachers	
Wendy Alphonso	Gym Teacher	
Deborah Watson	PTA President/	
Kelia Byron	Parent Rep/Special Education	
Ms. Syffrard	Parent Rep	
Ms. Occasion	Parent Rep/Title I	
Catherine Rodriguez	Parent Rep/ General Education	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Through extensive continuous improvement efforts under the leadership of a recently appointed principal in 2006, IS 291 is becoming a beacon of light, tackling the many challenges that have been barriers to student progress for our school community over the past several years. Through community outreach effort, faculty team building and by inspiring a sense of pride within our students, we continue to rise above our most pressing obstacles. Our ability to rise above obstacles and project positive perceptions about student life at IS 291 are the most significant of our school's distinctive features. Our primary vision is to prepare every student for success in high school in order to become productive members of the 21 Century. Given our technologically advanced and global community it is imperative that our students are taught to use the latest technology, thus giving them the opportunity to compete and win. To this end, we are dedicated to teaching the whole child by supporting the social and emotional development of each student. It is expected that each student will meet the required New York City and New York State Performance Standards in all core content areas and conduct themselves as responsible citizens to their communities.

We are a school that provides cutting edge instruction, always seeking out new ways and additional resources that will allow us to better engage, motivate and inspire our students. Our efforts have paid off as we are proud recipients of the Computers for Youth, SIFE and the 21st Century grants. With these grants we are able to implement life changing programs for our students and community members. For the first time in the history of our school we are able to give each six grader a personal computer to take home. Through participation in the *Computers for Youth* program, our students have access to the newest computer based learning programs that are designed to supplement the curriculum outside of the classroom. The SIFE (Students with Interrupted Formal Education) grant, allows us to provide targeted interventions for our ELL students. The ELL student group has demonstrated significant improvement and will continue to make notable academic progress, through the support of the SIFE grant that will provide ELL students with additional resources. We are excited about the possibilities that are afforded to our students as a result of being awarded the prestigious 21st Century grant. The 21st century grant is sponsored through the Brooklyn College Community Partnership (BCCP). This partnership allows IS 291 to meet the needs of the whole child. Using concepts from the Multiple Intelligence Theory, students will be introduced to varied and multi-sensory learning environments of the BCCP programs that will give them the opportunity to explore their individual strengths and capabilities and to develop self-confidence and a deep interest in learning. We will be provided with a full-time BCCP staff that will work directly with teachers and administrators to coordinate after-school services with the school-day program and ensure that the after-school curriculum is coherently integrated with the school-day program and experiences of the students. Academic activities in particular will be coordinated with the school-day program so that students receive the necessary support for statewide assessment and classroom curriculum achievement. After-school staff will meet regularly with school administrators, guidance counselors and teachers to assess the needs of the program participants.

I.S. 291 is reaching for the stars setting the sky as the limit for student academic achievement. We understand that our students are our future leaders in our society; therefore, we are committed to providing all students with the very best education possible.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	J.H.S. 291 Roland Hayes								
District:	32	DBN:	32K291	School BEDS Code:	333200010291				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment <i>(As of October 31)</i>	2007-08	2008-09	2009-10	Attendance - % of days students attended: <i>(As of June 30)</i>					
Pre-K	0	0	0		2007-08	2008-09	2009-10		
Kindergarten	0	0	0		89.0	90.9	TBD		
Grade 1	0	0	0	Student Stability - % of Enrollment: <i>(As of June 30)</i>					
Grade 2	0	0	0		2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.8	88.8	TBD		
Grade 4	0	0	0	Poverty Rate - % of Enrollment: <i>(As of October 31)</i>					
Grade 5	0	0	0		2007-08	2008-09	2009-10		
Grade 6	228	204	191		93.4	94.5	96.8		
Grade 7	264	225	221	Students in Temporary Housing - Total Number: <i>(As of June 30)</i>					
Grade 8	335	254	245		2007-08	2008-09	2009-10		
Grade 9	0	0	0		8	23	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number: <i>(As of October 31)</i>					
Grade 11	0	0	0		2007-08	2008-09	2009-10		
Grade 12	0	0	0		48	30	37		
Ungraded	3	3	1	Special Education Enrollment: <i>(As of October 31)</i>					
Total	830	686	658		2007-08	2008-09	2009-10		
					62	62	48		
Special Education Enrollment: <i>(As of October 31)</i>				Suspensions (OSYD Reporting) - Total Number: <i>(As of June 30)</i>					
# in Self-Contained Classes	62	62	48		2007-08	2008-09	2009-10		
# in Collaborative Team Teaching (CTT) Classes	16	25	24		368	234	TBD		
Number all others	49	35	24		58	28	TBD		
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number: <i>(As of October 31)</i>					
English Language Learners (ELL) Enrollment: <i>(BESIS Survey)</i> <i>(As of October 31)</i>					2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	75	59	71		0	0	0		
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff: <i>(As of October 31)</i>					
# receiving ESL services only	64	70	73		2007-08	2008-09	2009-10		
					74	65	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	√			Math:			
Science:	X			Graduation Rate:		-	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	X			-	
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√				-	
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-			-	
Multiracial			-				
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√				-	
Student groups making AYP in each subject	4	6	0			0	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	63.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	31.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

In accordance with **NCLB requirements** for SINI schools, IS 291 has taken all necessary actions to conduct and complete a careful needs assessment. All current available data was reviewed and a qualitative data based on Instructional Rounds, formal observations and walkthroughs were conducted to evaluate IS 291's core curriculum, school allocations, intervention services, scheduling, and the infrastructure of the school's improvement efforts, which included a review of the balanced literacy program and the effectiveness of smaller learning communities. Additionally, the Quality Review process served as a new venue for reviewing the SINI Report as it relates to data trends, instructional initiatives and their effectiveness. Recommendations regarding areas still in need of improvement from the Quality Review were incorporated in determining school-wide goals for this academic year. Data sources included performance on NY State assessments, NYSESLAT, NYS Annual School Report Cards, nySTART, DAA test scores, ARIS and periodic assessments. Additional data was ascertained from Teacher Inquiry data, teacher data binders, teacher-generated assessments, journal entries, AIS loges and Parent/Teacher conferences. The efforts and conclusions of team inquires was used to inform the instructional leadership (i.e., principal, APs, coaches, lead teachers) who then impart the information to school constituency groups at faculty conferences, SLT and PTA meetings. The team will conduct further studies periodically throughout the school year and results will be used to identify more programs and initiatives that are successful so that they can be proliferated throughout the school with a special focus on students in targeted subgroups including LEP, SWD and at risk students. After conducting a comprehensive review of IS 291's educational programs informed by the most current qualitative and quantitative data available, a summary of our **major findings** regarding student performance trends is as follows:

NYSED/NCLB Differentiated Accountability 2010-11	NYSED/NCLB Differentiated Accountability 2009-10
IS 291 is designated as a Restructuring (advanced) Comprehensive	IS 291 was designated as a Restructuring Year 2 (Focused) in a Holding Pattern

For the 2010-11 school year, IS 291 status advanced from being a Restructuring school in a holding pattern to a Restructuring Advanced Comprehensive school for SY' 2010-11. As a result, NYSED will conduct a Joint Intervention Team review in Spring 2011.

NYCDOE Progress Report 2009-10	NYCDOE Progress Report 2008-09
IS 291 is a C school with an overall score of 35.2 out of 100.	IS 291 is a B school with an overall score of 63.9 out of 100.

Based on NYC Children First accountability tools IS 291, progress reports indicate a decline from a B to a C based on the 2009-10 progress report.

PERFORMANCE TRENDS

Data Source: Comparison of Accountability Status Report from 2009-10 and 2010 – 11

Accountability Status Report from 2010-11

Student Groups	Elementary/Middle Level			Secondary Level	
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics
All Students	X	✓	✓		
Ethnicity					
American Indian or Alaska Native	-	-			
Black or African American	X	✓			
Hispanic or Latino	X	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-			
White	-	-			
Multiracial	-	-			
Other Groups					
Students with Disabilities	X	✓ ^{SH}			
Limited English Proficient	X	X			
Economically Disadvantaged	X	✓			
Student groups making AYP in each subject	X 0 of 6	X 5 of 6	✓ 1 of 1		

Accountability Status Report from 2009-10

Student Groups	Elementary/Middle Level			Secondary Level	
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics
All Students	✓	✓	X		
Ethnicity					
American Indian or Alaska Native	-	-			
Black or African American	✓	✓			
Hispanic or Latino	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-			
White	-	-			
Multiracial	-	-			
Other Groups					
Students with Disabilities	X	✓			
Limited English Proficient	X	✓			
Economically Disadvantaged	✓	✓			
Student groups making AYP in each subject	X 4 of 6	✓ 6 of 6	X 0 of 1		

Summary of Over All Performance Trends by Content Areas

- ELA Performance Trends:** IS 291's Accountability Status Report from 2010-11 indicates that none of our student groups made AYP in ELA. While 4 out of six of our subgroups made AYP for the 2009 – 10 school year. While this dramatic decline in performance is attributed in part to the recalibration of the test scores, student progress in ELA will continue to be carefully monitored through interim assessments, DY0, regular walkthroughs, Instructional Rounds, etc.
- Math Performance Trends:** IS 291's Accountability Status Report from 2010-11 indicates that 5 out of 6 student groups made AYP in mathematics; however, all of our six student groups made AYP for the 2009 – 10 school year. This year the LEP student group did not make AYP in ELA. SWDs did make AYP as a result of qualifying for Science Safe Harbor. This slight downward trend in mathematics performance will become the focus of inquiry work this year in order to identify barriers for student success.
- Science Performance Trends:** IS 291's Accountability Status Report from 2010-11 indicates that the All Student Group made AYP by meeting both the participation and the performance criteria for science for all sub groups. This is an **upward trend** from the previous year when the All Student Group did not make AYP and 4 out of six of student groups did not meet the performance criteria. Data will be used to carefully monitor instructional initiatives in order to **continue and accelerate** this positive trend in Science performance.

**DATA SOURCE: A TWO-YEAR ANALYSIS OF PERFORMANCE TRENDS IN ELA
DISAGGREGATED BY GRADE AND TARGETED STUDENT GROUPS**

ENGLISH LANGUAGE ARTS

GRADE 6 - ALL STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	52	29%	88	48%	39	21%	4	2%
2009	0	0%	78	40.4%	113	59%	2	1%

Grade Six All Student Trend: Over a two-year period from 2009-2010, the percentage of all-tested student scoring at Level 1 on the ELA assessment increased from 0% to 29% (+29). The percentage of students scoring at Level 2 increased from 40.4% to 48% (+7.6). Students scoring at Level 3 decreased from 59% to 21% (-38) and there was an increase in the number of students scoring at a Level 4 from 1% to 2% (+1). An analysis of the two year trend in grade six for all students indicates an increase in the percentage of students that scored a level 1 and a decrease in the percentage of students that moved from Level 2 to Level 3. This overall result indicates a decline in progress made in ELA. I.S. 291 must examine the data as a means of identifying areas for improvement.

GRADE 6 - STUDENTS WITH DISABILITIES ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	18	60%	12	40%	0	0	0	0
2009	0	0	19	66%	10	34%	0	0

Grade Six Special Education Trend: Over a two-year period from 2009 –2010, the percentage of special education students scoring at Level 1 on the ELA assessment increased from 0% to 60% (+60). The percentage of Level 2 students decreased from 66% to 40% (-26). The percentage of Level 3 students decreased from 34% to 0% (-34). Once again, SWD students did not achieve at level 4. An analysis of the two-year trend in grade six for SWD students indicates an increased in the percentage of students that scored Level 1 and a decrease in the percentage of students that moved from Level 2 to Level 3. Effective differentiated instructional initiatives must continue to be identified in order ensure student progress to state proficiency at Levels 1 to 2 and 2 to 3.

GRADE 6 – LIMITED ENGLISH PROFICIENT ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	5	42%	6	50%	1	8%	0	0%
2009	0	0	28	63%	16	36%	0	0%

Grade Six LEP Trend: Over a two-year period from 2009-2010, the percentage of LEP students scoring at Level 1 on the ELA assessment increased from 0% to 42% (+42). Level 2 students decrease from 63% to 50% (-13). Level 3 students decreased from 36% to 8 % (-28). The analysis of the two-year positive trend in grade six for LEP indicates an increase in the percentage of students that scored a

Level 1 and a decrease in the percentage of students that moved from Level 2 to Level 3. We will continue to identify instructional initiatives that promote progress in language acquisition and content area skills in order to accelerate LEP student performance.

GRADE 6 – BLACK/AFRICAN AMERICAN STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	6	20%	18	60%	5	17%	1	3%
2009	0	0%	26	46%	31	54%	0	0%

Grade Six Black/African American Student Trend: Over a two-year period from 2009-2010, the percentage of Black/African American students scoring at Level 1 on the ELA assessment increased from 0% to 20% (+20). The percentage of students scoring at Level 2 increased from 46% to 60% (+14), while students scoring at level 3 decreased from 54% to 17% (-37) and there was 1 student scoring at Level 4. An analysis of the two- year trend in grade six for Black/African American students indicates a decrease in the percentage of students that moved from level 1 to Level 3. Efforts will be made to accelerate student progress.

GRADE 6 – HISPANIC/LATINO STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	30	31%	45	46%	21	22%	1	1%
2009	0	0%	52	39%	81	60%	2	1.5%

Grade Six Hispanic or Latino Students Trend: Over a two-year period 2009-2010, the percentage of Hispanic/Latino students scoring at Level 1 on the ELA assessment increased from 0% to 31 (+31). The percentage of students scoring at Level 2 increased from 39% to 46% (+7), students scoring at Level 3 decreased from 60% to 22% (-38) and there was a .5% decrease in the number students scoring at a Level 4. An analysis of the two-year trend in grade six Hispanic/Latino students indicates a decrease in the percentage of students that moved from level 2 to level 3. However, since more than 46% of Hispanic/Latino students remain at Level 2, there is a need to identify programs that can accelerate student progress.

GRADE 6 OVERALL SUMMARY OF NEEDS ASSESSMENT IN ELA

Strengths and Weakness (Item Skills Analyses): According to the ELA **item skills analyses for Sixth Grade** for general education, special education, and LEP students, the following strengths and weaknesses were identified:

Strengths:

- Students can identify essential details for note taking
- Students can identify literary elements, such as setting, plot, and character, of different genres
- Students can recognize organizational formats to assist in comprehension of informational texts
- Students can determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Students can read to collect and interpret data, facts, and ideas from multiple sources

Weaknesses:

- Students struggle with reading to collect and interpret data, facts, and ideas from multiple sources
- Students do not consistently observe the rules of punctuation, capitalization, and spelling; Use correct grammatical construction
- Students cannot successfully define characteristics of different genres
- Students have difficulty evaluating information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
- Students struggle with identifying literary elements such as setting, plot and character of different genre.

Root Causes/Contributing Factors/Significant Findings: Some teachers are still having difficulty implementing daily rituals and routines, which is affecting classroom management. Teachers’ inability to effectively manage their classes has a direct impact on the quality of instruction. Students in poorly managed classes are rarely on task as the learning process is often derailed. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are appropriate for sixth grade. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

GRADE 7 ENGLISH LANGUAGE ARTS

GRADE 7 - ALL STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	56	31%	97	53%	29	16%	0	0%
2009	1	0.5%	106	54%	89	45%	0	0%

ELA Grade Seven General Education Trends: Over a two-year period from 2009-2010, the percentage of all-tested students scoring at Level 1 increased from 0.5% to 31% (+30.5). Level 2 students decreased from 54% to 53% (-1). The percent decrease for Level 3 students was 45% to 16% (-29) and no student scored at Level 4. An analysis of the two-year trend in ELA for seventh grade, all students, indicates a decrease in the percentage of students that moved from Level 1 to Level 3.

GRADE 7 - STUDENTS WITH DISABILITIES ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	22	56%	13	34%	4	10%	0	0
2009	0	0	17	71%	7	29%	0	0

Grade Seven Special Education Trends: Over a two-year period from 2009 –2010, the percentage of special education students scoring at Level 1 on the ELA assessments increased from 0% to 56%(+56). Level 2 students decreased from 71% to 34% (-37). Level 3 students decreased from 29% to 10% (-19). In grade-seven special education students have demonstrated a decline in both Levels 2 and 3. Since over 56% of our SWD students are at Level 1, we will continue to identify instructional initiatives that support differentiated learning in order to accelerate student progress.

GRADE 7 – LIMITED ENGLISH PROFICIENT ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	3	75%	1	25%	0	0%	0	0%
2009	1	1.8%	39	71%	15	27%	0	0%

Grade Seven LEP Trends: Over a two-year period from 2009 –2010, the percentage of LEP students scoring at Level 1 on the ELA assessment increased from 1.8 to 75% (+73.2). Level 2 students decreased from 71% to 25% (-46). Students scoring at Level 3 students decreased from 27% to 0% (-27). Once again, LEP students did not achieve at level 4. An analysis of this two-year ELA trend in grade seven for LEP students indicates a decrease in the percentage of students that moved from Level 2 to Level 3 and significant increase in number of students scoring Level 1. Since 75% of our LEP students are Level 2, we will continue to identify instructional initiatives that promote progress in language acquisition and content area skills in order to accelerate LEP student performance.

GRADE 7 - Black and African American Students ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	14	40%	17	49%	4	11%	0	0%
2009	0	0%	36	57%	27	43%	0	0%

Grade Seven Black and African American Students Trends: Over a two-year period from 2009-2010 the percentage of Black/African American students scoring at Level 1 on the ELA assessment increased from 0% to 40% (+40). The percentage of students scoring at Level 2 decreased from 57% to 49% (-8). Students scoring at level 3 decreased from 43% to 11% (-32) and there were no students scoring at Level 4. An analysis of the two-year trend in grade seven for Black/African American students indicates a decrease in the percentage of students scoring at Level 3. However, the majority of students in this group remain at Level 2. There is a need to identify instructional programs that can accelerate student progress and achievement at Levels 3 and 4.

GRADE 7– Hispanic/Latino Students ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	30	30%	52	53%	16	16%	1	1%
2009	1	0.8%	68	53%	59	46%	0	0%

Grade Seven Hispanic or Latino Students Trends: Over a two-year period from 2009-2010, the percentage of Hispanic/Latino students scoring at level 1 on the ELA assessment increased from 0.8% to 30% (+29.2). The percentage of Hispanic or Latino students scoring at Level 2 remained the same. Level 3 decreased from 46% to 16% (-30). An analysis of the three-year trend in grade seven for Hispanic or Latino students indicates a decrease in the percentage of students that moved from Level 2 to Level 3. However, since more than 53% of Hispanic/Latino students remain at Level 2, there is a need to identify programs that can accelerate student progress.

**GRADE 7
OVERALL SUMMARY OF NEEDS ASSESSMENT IN ELA**

Strengths and Weakness (Item Skills Analyses): According to the ELA item skills analyses for **Seventh Grade**, for general education, special education and LEP students have the following strengths and weaknesses were identified:

Strengths:

- Students can identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres
- Students can identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
- Students can identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres
- Students can identify information that is implied rather than stated
- Students can identify information that is implied rather than stated

Weaknesses:

- Students cannot define characteristics of different genres
- Students have trouble determining the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Students struggle with evaluating information, ideas, opinions, and themes by identifying a central idea and supporting details
- Students have difficulty identifying the ways in which characters change and develop throughout a story
- Students have difficulty collecting and interpreting data, facts, and ideas from multiple sources.

Root Causes/Contributing Factors/Significant Findings: Similarly, teachers are still having difficulty implementing rituals and routines, which affect their ability to effectively manage their classes. Teachers have difficulty creating purposeful lessons that not only meet the needs of their students but spark their interest as well. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Professional development is

required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the new Common Core State Standards.

GRADE 8 ENGLISH LANGUAGE ARTS

GRADE 8 - ALL STUDENTS								
ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	54	26%	116	56%	34	17%	2	1%
2009	15	6%	168	66%	72	28%	0	0%

ELA Grade Eight General Education Trends: Over a two-year period from 2009-2010, the percentage of all-tested students scoring at Level 1 increased from 6% to 26% (+20). Level 2 students decreased from 66% to 56% (-10), Level 3 students decreased from 28% to 17% (-11). Analysis of the two-year trend in eighth grade for all students indicates a decrease in the percentage of students that moved to level 2 and level 3.

GRADE 8 - STUDENTS WITH DISABILITIES								
ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	15	45%	17	52%	1	2%	0	0
2009	8	15%	43	78%	8	15%	0	0

Grade Eight Special Education Trends: Over a two-year period from 2009 –2010, the percentage of special education students scoring at Level 1 increased from 15% to 45% (+30). Level 2 decreased from 78% to 52% (-26). Level 3 decreased from 15% to 2% (-13). Analysis of the two-year trend in eighth grade for special education students indicates a significant increase in the percentage of students scoring level 1. As a result of this, an analysis of the 8th grade Special Education ELA curriculum needs to be evaluated to meet the needs of these students.

GRADE 8 – LIMITED ENGLISH PROFICIENT								
ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	6	86%	1	14%	0	0%	0	0%
2009	11	11%	68	71%	16	17%	0	0%

Grade Eighth LEP Trends: Over a two-year period from 2009-2010, the percentage of LEP students scoring at Level 1 on the ELA assessment increased from 11% to 86% (+75). Level 2 students decreased from 71% to 14% (-57) Level 3 decreased from 17% to 0% (-17), LEP students did not achieve at level 4. An analysis of the two-year trend in grade eight for LEP students indicates a significant increase in the percentage of students that scored a level 1.

GRADE 8 – BLACK AND AFRICAN AMERICAN STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	7	21%	22	67%	4	12%	0	0%
2009	2	2%	52	66%	25	32%	0	0%

Grade Eight Black and African American Students Trends: Over a two-year period from 2009-2010, the percentage of Black and African American students scoring at Level 1 on the ELA assessment increased from 2% to 21% (+19). The percentage of students scoring at Level 2 increased from 66% to 67% (+1), scoring at Level 3 decrease from 32% to 12% (-20). An analysis of the two-year trend in grade eight for Black and African American students indicates a significant percentage of students that scored a level 2. Since 67% of these students are level 2 there is a need to identify programs to accelerate student progress.

GRADE 8– HISPANIC OR LATINO STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	32	28%	67	58%	16	14%	1	0%
2009	12	7.1%	112	66%	46	27%	0	0%

Grade Eight Hispanic or Latino Students Trends: Over a two-year period from 2009-2010, the percentage of Hispanic or Latino students scoring at Level 1 on the ELA assessment increased from 7.1% to 28% (+20.9). The percentage of Hispanic or Latino students scoring at Level 2 decreased from 66% to 58% (-8). The percentage scoring at Level 3 decreased from 27% to 14% (-13). One student scored level 4. Since 58% of Hispanic or Latino students score a level 2 there is a need to identify instructional programs that can accelerate student progress.

GRADE 8 OVERALL SUMMARY OF NEEDS ASSESSMENT IN ELA

Strengths and Weakness (Item Skills Analyses): According to the ELA **item skills analyses for Eighth Grade** for general education and special education students, the following strengths and weaknesses was identified:

Strengths:

- Students can interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
- Students can determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)
- Students can interpret characters, plot, setting, and theme, using evidence from the text
- Students can evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning
- Students can recognize how the author’s use of language creates images or feelings

Weaknesses:

- Students cannot observe the rules of punctuation, capitalization, and spelling; Use correct grammatical construction
- Students cannot evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas
- Students struggle with drawing conclusions and make inferences on the basis of explicit information
- Students cannot interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
- Students struggle with presenting clear analysis, using examples, details, and reasons from text

Root Causes/Contributing Factors/Significant Findings: More must be done to inspire this group letting them know that high school can be more than just a dream. Administration must seek out effective ways to ensure partnership with parents; a partnership that allows the school community to identify meaningful solutions to the barriers of success. Full implementation of the balanced literacy program has varies because rituals and routines have not yet been clearly established. Teachers have difficulty creating purposeful lessons that not only meet the needs of their students but spark their interest as well. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the new Common Core State Standards.

MATHEMATICS

TWO-YEAR PERFORMANCE TRENDS IN MATH DISAGGREGATED BY GRADE

GRADE 6 - MATHEMATICS

GRADE 6 - ALL STUDENTS								
MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	26	13%	87	45%	62	32%	19	10%
2009	18	9%	60	30%	103	51%	22	11%

Grade Six General Education Trends: Over a two-year period from 2009-2010, the percentage of general education/All Students tested in the sixth grade scoring at Level 1 increased from 9% to 13% (+4). The percentage of students scoring at Level 2 increased from 30% to 45% (+15). Students scoring at level 3 decreased from 51% to 32% (-19). Students scoring at Level 4 decreased from 11% to 10% (-1). An analysis of the three-year trend in grade six indicates an increase in Level 2.

GRADE 6 - STUDENTS WITH DISABILITIES								
MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	9	30%	17	57%	4	13%	0	0
2009	6	26%	12	52%	5	22%	0	0

Grade Six Special Education Trends: Over a two-year period from 2009-2010, the percentage of grade 6 special education students scoring at Level 1 in math increased from 26% to 30% (+4). Students scoring at Level 2 increased from 52% to 57% (+5), Level 3 decreased from 22% to 13% (-9) and there were no students scoring at Level 4. An analysis of the three- year trend in grade six for SWD indicates improvement in the percentage of students that moved from level 1 to Level 2; however, more support is needed to ensure that students meet the state academic standards.

GRADE 6
OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS

Strengths and Weakness (Item Skills Analyses): According to the math **item skills analyses (Generated from ATS) for Grade Six** pertaining to general education and special education students, the following strengths and weaknesses were indicated:

Strengths:

- Students can identify pairs of congruent triangles
- Students can add and subtract decimals to tenths and hundredths using a hundreds chart
- Students can read, write, and order decimals to thousandths
- Students can use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)
- Students can compare and order numbers to millions

Weaknesses:

- Students have trouble calculating elapsed time in hours and minutes
- Students cannot successfully substitute assigned values into variable expressions and evaluate using order of operations
- Students cannot translate simple verbal expressions into algebraic expressions
- Students continue to struggle with adding and subtracting mixed numbers with like denominators
- Students have trouble finding missing angles when given two angles of a triangle

Root Causes/Contributing Factors/Significant Findings: Despite a slight regression, we have made significant improvements in the area of mathematics. The sophistication of the *IMPACT* text, which posed a comprehension problem for many of our students, was resolved through more effective lesson planning. Teachers were expected to infuse a vocabulary component into their lessons, establish interactive word walls within the classroom and use the academic language when instructing students. The common planning sessions also allowed teachers to plan together providing additional instructional supports that addressed the limitations of *IMPACT* for the identified targeted subgroup. All teachers need additional supports in deepening content knowledge and delivery of instruction for this rigorous mathematics curriculum to meet the differentiated needs of grade 6 students. Although the use of manipulative enhanced instruction, not all teachers are comfortable using them. Therefore, additional professional development in classroom management and the effective use of math manipulative is required of all teachers. Additional support is needed for all teachers in order to ensure continued progress as they tackle the new Common Core State Standards.

GRADE 7 - MATHEMATICS

GRADE 7 - ALL STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	54	28%	80	41%	50	25%	12	6%
2009	10	5%	78	38%	114	56%	2	1%

Grade Seven General Education Trends: Over a two-year period from 2009-2010, the percentage of All Students tested scoring at Level 1 in the grade 7 math assessment increased from 5% to 28% (+23). The percentage of students scoring at Level 2 increased from 38% to 41% (+3). Students scoring at Level 3 decreased from 56% to 25% (-31). There was an increase in the percentage of students scoring Level 4 from 1% to 6% (+5). An analysis of the three-year trend in grade seven for All Students indicates that the percentage of students scoring at Levels 1 and 2 is increasing. Additional instructional support is needed for those students.

GRADE 7 – STUDENTS WITH DISABILITIES MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level # 2	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	12	35%	19	56%	2	6%	1	3%
2009	6	27%	10	45.5%	6	27%	0	0

Grade Seven Special Education Trends: Over a two-year period from 2009-2010, the percentage of Grade 7 special education students scoring at Level 1 in math increased from 27% to 35% (+8). Students scoring at level 2 increased from 45.5% to 56% (+10.5). Level 3 decreased from 27% to 6% (-21). One student scored a Level 4. An analysis of the three-year trend in grade 7 for SWD indicates an increase in students scoring level 1 and level 2. Additional instructional support is needed for those students.

GRADE 7 OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS

Strengths:

- Students can define and identify the zero property of multiplication
- Students can identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)
- Students can express equivalent ratios as a proportion
- Students can represent repeated multiplication in exponential form
- Students can solve simple one-step equations using basic whole-number facts

Weaknesses:

- Students cannot verify the proportionality using the product of the means equals the product of the extremes
- Students struggle with defining and identifying the distributive property of multiplication over addition
- Students have high errors in determining the number of possible outcomes for a compound event by using the fundamental counting principle and are unable to successfully use this skill to determine the probabilities of events when the outcomes have equal probability
- Students have difficulty determining the area and circumference of a circle, using the appropriate formula
- Students cannot always successfully estimate a percent of quantity (0% to 100%)

Root Causes/Contributing Factors/Significant Findings: Teacher collaboration at this level is lacking and need improvement, therefore, more time must be spent exploring with teachers the benefits of teacher collaboration. In addition, SWD require additional time for review and reinforcement of concepts. More emphasis needs to be placed on teaching in mathematical concepts in depth rather than the quantity of material covered. There is an imbalance between conceptual understanding, skill proficiency and the lessons. Additional emphasis needs to be placed on encouraging investigations, aligning real-world experiences with the mathematical concepts, and hands-on learning. Improving students’ problem solving remains a critical focus. Effective assessment of the process of teaching and learning is lacking in our classrooms and must be improved. Therefore, additional professional development in classroom management, the effective use of math manipulative, and assessments is needed. Additional support is needed for all teachers in order to ensure continued progress as they tackle the new Common Core State

GRADE 8 - MATHEMATICS

GRADE 8 - ALL STUDENTS								
MATH PERFORMANCE ON STATE AND CITY ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	72	34%	99	47%	33	16%	7	3%
2009	35	13%	137	50%	102	37.5	3	1%

Grade Eight General Education Trends: Over a two-year period from 2009-2010, the percentage of All Students tested scoring a Level 1 on the Grade 8 math assessment increased from 13% to 34% (+21). The percentage of students scoring at Level 2 decreased from 50% to 47% (-3). Students scoring at Level 3 decreased from 37.5% to 16% (-21.5). And there was an increase in level 4 from 1% to 3% (+2). An analysis of the three year trend in grade eight math for All Students indicates that the percentage of students scoring at Level 1 has increased.

GRADE 8 – STUDENTS WITH DISABILITIES								
MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2010	11	34%	19	59%	2	6%	0	0

2009	16	28%	29	50%	13	22%	0	0
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Grade Eight Special Education Trends: Over a two-year period from 2009-2010, the percentage of grade 8 special education students scoring at Level 1 in math increased from 28% to 34% (+6). The percentage of students scoring Level 2 increase from 50% to 59% (+9). The percentage of students scoring Level 3 decreased from 22% to 6% (-16) and there were no students scoring at Level 4.

GRADE 8 OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS

Strengths and Weakness (Item Skills Analyses): According to the math **item skills analysis for Grade Eight** pertaining to general education and special education students, the following strengths and weaknesses was indicated:

Strengths:

- Students can calculate the area of basic polygons drawn on a coordinate plane (rectangles and shapes)
- Students can identify the two-dimensional shapes that make up the faces and bases of three-dimensional shapes (prisms, cylinders, cones, and pyramids) composed of rectangles having sides with integer lengths)
- Students can add, subtract, multiply, and divide integers
- Students can predict the outcome of an experiment
- Students can solve simple proportions within context

Weaknesses:

- Students have trouble determining multiples and least common multiple of two or more numbers
- Students struggle with justifying the reasonableness of answers using estimation
- Students cannot consistently identify a polynomial as an algebraic expression containing one or more terms
- Students make errors in determining whether a given triangle is a right triangle because they do not consistently apply the Pythagorean Theorem by using a calculator
- Students have difficulty in determining the surface area of prisms and cylinders, using a calculator and a variety of methods

Root Causes/ Contributing Factors/Significant Findings: Students in grade eight lack reading comprehension skills and strategies for the effective analysis of word problems. Many students especially SWD students lack basic mathematics fluency. The sophistication of the *IMPACT* text, which posed a comprehension problem for many of our students, was resolved through more effective lesson planning. Teachers were expected to infuse a vocabulary component into their lessons, establish interactive word walls within the classroom and use the academic language when instructing students. The common planning sessions also allowed teachers to plan together providing additional instructional supports that addressed the limitations of *IMPACT* for the identified targeted subgroup. All teachers need additional supports in deepening content knowledge and delivery of instruction for this rigorous mathematics curriculum to meet the differentiated needs of grade 8 students. Although the use of manipulatives enhanced instruction, not all teachers are comfortable using them. Therefore, additional professional development in classroom management and the effective use of math

manipulatives is required. Additional support is needed for all teachers in order to ensure progress as they tackle the new Common Core State.

SCIENCE

TWO-YEAR PERFORMANCE TREND IN SCIENCE BY THE TWO TARGETED STUDENT GROUPS

GRADE 8 - ALL STUDENTS SCIENCE PERFORMANCE ON STATE ASSESSMENTS				
Year	Level 1 %	Level 2 %	Level 3 %	Level 4 %
2010	37	49	14	0
2009	28	51	18	2

Grade Eight General Education Trends: Over a two-year period from 2009 –2010, the percentage of All Students tested scoring at Level 1 on the Grade 8 Science assessment increased from 28% to 37% (+9). The percentage of students scoring at Level 2 decreased from 51% to 49% (-2). The percentage of students scoring at Level 3 decreased slightly from 18% to 14% (-4%). There was a decrease of level 4 students going from 2% to 0% (-2%) An analysis of the two year trend in **Grade Eight Science** for All Students indicates an increase in students scoring at Level 1 and a decrease in students scoring at Level 3 and Level 4. The result of which is an increase in students scoring at Level 1 & 2. This lack of progress towards achieving NYS Learning Standards in Science indicates the need for the acceleration of targeted interventions for Level 1 and 2 students so that they can make progress in achieving state standards for the upcoming school year.

GRADE 8 OVERALL SUMMARY OF NEEDS ASSESSMENT Data from NYS Grade 8 Intermediate-Level Science Test

Strengths:

- Students demonstrated strength in the majority of the performance based skills
- Standard 4 - LE 2.1b Each gene carries a single unit of information. A single inherited trait of an individual can be determined by one pair or by many pairs of genes. A human cell contains thousands of different genes.
- Standard 4 - LE 1.1a Living things are composed of cells. Cells provide structure and carry on major functions to sustain life. Cells are usually microscopic in size.
- Standard 4 - LE 5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.

Weaknesses:

- Students overall had difficulty correctly answering the extended responses

- Standard 4 - LE 1.1h Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kin
- Standard 1 - S 3.2d Formulate and defend explanations and conclusions as they relate to scientific phenomena
- Standard 4 - LE 1.2d During respiration, cells use oxygen to release the energy stored in food. The respiratory system supplies oxygen and removes carbon dioxide (gas exchange).
- Standard 4 - PS 2.2o Fronts are boundaries between air masses. Precipitation is likely to occur at these boundaries.

Root Causes/ Contributing Factors/Significant Findings: In the 2006-2008 school years a lot was done in an effort to refurbish the science department. Microscopes and triple beam balances were located and placed back into classes. The science lab was renovated and completely refurbished with appropriate tables, chairs, and materials necessary to perform scientific experiments. In addition, a weather station was installed allowing students to study and give accurate weather reports. Using State standards and the new city scope and sequence regarding teaching and learning, it was determined that the pacing of the curriculum was slow and this prevents the completion of the curriculum in all grades. Therefore, a *lab specialist* was added to the science teaching staff to assist in the preparation of labs and the distribution of materials. Careful analysis of the science and math data has confirm our findings in English Language Arts, our students has poor literacy and writing skills. Thus, improving literacy must continue to be a building wide initiative, where all teachers and administrators are working collaboratively.

School Environment Trends over two years based on NYS School Surveys:

**NYC School Survey
2009-2010 Report**

**NYC School Survey
2008-2009 Report**

	Score out of 10	Your School's Comparison	Change from Last Year		Score out of 10	Your School's Comparison	Change from Last Year
Academic Expectations	7.4		↘	Academic Expectations	7.5		↑
Communication	6.6		↘	Communication	6.7		↑
Engagement	7.0		↘	Engagement	7.1		↑
Safety & Respect	6.8		↓	Safety & Respect	7.1		↑

An analysis of IS 291's school environment survey indicates a marginal decline - .1 in the school's score for Academic Expectations, Communication and Engagement. However, in the area of Safety and Respect there was a decline in the score from 7.1 to 6.8 (-.3). Therefore, implementing strategies and actions that result in increased school safety and respect will remain a priority.

GREATEST ACCOMPLISHMENTS

As evidenced by the results of our last (May 10, 2010) Quality Review, I.S. 291 received a Proficient rating for its overall evaluation and made many significant achievements. Some of our greatest accomplishments are:

- The school’s curriculum emphasizes State standards and offers a wide range of rich, integrated learning experiences, to fully engage students and support their learning.
 - The school uses comprehensive curriculum maps and units of study that integrate the arts across subject areas, to ensure the delivery of engaging lessons aligned with State standards. The curriculum’s incorporation of a ‘skill of the week’ focuses on such strategies as inference, main idea, or character analysis, and is taught and reinforced across all subject areas to increase curricular alignment. As a result, students are supported well in their learning.
 - The school offers a Civics and Law Program, which focuses on debates and social issues relevant to the community. The course effectively engages students in mock trials, debates, town hall meetings and a trip to Albany. Students enthusiastically talk about the rigorous learning experiences, which have led to developing their critical thinking skills and enhancing their understanding of the content.
- School leaders use very effective systems to review and modify curricular, instructional, and organizational practices to improve student learning.
 - School leaders closely monitor and evaluate science curricular and instructional practices in response to students’ needs. Student outcomes in science determined the need for additional hands-on experiences and increased attention to content instruction. As a result, instructional time and resources were modified to provide two periods of science for grade 8 students and increased lab time to meet students’ needs. Additionally, instructional practices were adjusted to support all students in producing grade appropriate science projects, which led to an increased rate of student success in the completion of grade 8 exit projects.
- School leaders and teachers effectively use a comprehensive range of relevant data across subject areas to develop a good understanding of the performance of individuals and groups of students.
 - School leaders analyze data generated from various sources such as ARIS, customized periodic and computerized assessments, unit tests, teacher data reports, attendance summaries, and safety reports in order to acquire a good picture of their students. A series of charts, graphs, and tables summarize the relevant data, which is accessible in binders in the principal’s office and in classrooms, and provide a very good understanding of the strengths and needs of students. As a result, the school focuses attention on high Level 2 students in math, students in the lowest third in math, high performers in English language arts, and all subgroups in science to accelerate student learning.
- The school offers a wide range of professional learning opportunities with a clear focus on improving instructional practice and student learning outcomes.
 - Teachers participate in Saturday retreats, which include experts from the field of education, to enhance content knowledge, improve classroom practice, and provide a uniform instructional focus. Instructional walkthroughs, workshop evaluations, and needs assessments surveys, inform professional development topics such as differentiation of instruction, project-based learning, using data to improve student outcomes, and building capacity for leadership. Additionally, school leaders use observation logs and create individualized teacher action plans to support teachers in developing focused academic goals. The individualized plans clearly target teachers’ needs and address their next learning steps to improve their teaching skills and instructional practice. As a result, all teachers are supported well in their professional learning.

- The school works successfully with numerous organizations to integrate a variety of youth development programs and family services to support students' academic and personal growth.
 - The school's advisory program provides a highly successful structure that emphasizes academic achievement and supports the personal development of all students. Staff members, including secretaries, participate in extensive professional development to prepare for their roles as student advisors. The training provides a good understanding of the advisory curriculum, which was designed by the school. Consequently, positive connections between adults and students have flourished, students engage in constructive social groups and discipline has improved, resulting in a safe and productive learning environment.
 - The school works effectively with various youth development and family involvement organizations to address the needs of students. Parents and students greatly benefit from counseling services, family clinics, art therapy and incentive programs provided through partnerships with Community Achievement Project, Child and Family Clinic Plus and the Beacon Center for Arts and Leadership. Consequently, families feel strongly supported by the school and students make notable progress in their personal development.
- School leaders and staff effectively communicate high expectations to students and parents about attendance, behavior, and academic performance, thereby positively impacting on student achievement.
 - The school communicates high expectations through assembly programs, parent breakfasts, informative workshops, and parent orientation meetings. Additionally, the school handbook, question and answer forums and student contracts help students and families understand how to meet the school's expectations. The various structures offer families opportunities to participate in school activities that support them as key partners in their children's education. This results in a shared commitment to high expectations in accomplishing the school's goals.

AIDS TO CONTINUOUS IMPROVEMENT

Two of the key elements that will continue to positively impact the improvement of I.S. 291 are the revitalization of our staff and the inquiry team. Like any organization, we still have a few nay-sayers, however, the majority of our teachers and staff are on board with the mission and vision of I.S. 291. With our newly developed professional development lab, teachers have a completely furnished resource center where they can exchange ideas while continuously widening the scope of their knowledge. Our teachers are becoming more knowledgeable and collaborative with their colleagues while having the constant guidance of coaches and administrators. Teacher Teams engaged in Inquiry work plan a vital role in getting our staff to pay closer attention to the students who are not making progress for reasons that are not easily diagnosed as they seek solutions that result in changed and improved teaching practice. In addition to dynamic leadership provided by the principal in conjunction with supervisors, coaches and lead teachers, teacher teams are sustaining our community of inquiry which is challenging and rejuvenating our teaching community. Choosing team members required thought, as our selections were based on our instructional focus, the individual's experience and content expertise and academic intervention. Team members were also selected based on their ability to analyze and use data to differentiate instruction. Members of our instructional leadership participate in collaborative inquiry and have the leadership skills necessary to foster and implement change. Now the use of student data to identified specific needs has been routine in our community as data is used to set individual student goals or goals for groups of students.

Based on the findings from inquiry work, teachers see the importance of increasing student engagement to insure that students are not bored and remain focused and on task. A byproduct to this work is students who know that their teachers care. For example, in rare instances, it was noted that students were excelling in one class but then the same group of students were presenting problems in another. Instructional Rounds has become an excellent venue for pin-pointing the root causes for such occurrences so that adjustments can be made resulting in improved student outcomes. Teachers are now beginning to look at tasks as they self-reflect on expectations for all students as well as the effectiveness of their daily lessons and differentiated tasks. Teacher teams will continue to work with school leadership to ensure that all relevant student data including student work is evaluated periodically throughout the year ensuring that we are on track for achieving our annual goals. Whenever necessary, data and looking at student work will continue to be used to inform professional development planning.

Working with the classroom teachers, SES providers, and AIS specialist we continue to seek out all possible means to accelerate student improvement. Aquity and Scantron, DYO and classroom pre and post tests provide us with the resources/means to measure progress. Teacher teams, Instructional Rounds, and Curriculum Development including alignment to the Common Core state Standards has all played a positive role towards continuous improvement. Staff members now think about what is happening to our students when they do not learn. Teachers work with the target groups of students and are having a heightened realization as to the reasons students struggle.

Parents and students are more involved with individual student goals and progress targets for each content area, because parents and/or guardians routinely receive progress reports in between each report card. Progress reports contain necessary information about school goals, student goals and academic/social-emotional progress for each child. Therefore, parents are given multiple opportunities to be full partners in school-wide efforts to accelerate the continuous improvement of their child's achievement.

BARRIERS TO CONTINUOUS IMPROVEMENT

The work of the Inquiry team was useful in identifying some of the barriers to continuous improvement that help explain the reasons that cause children to fail. One of the major findings related to student attendance. Through the inquiry process, team members gained a deeper understanding as to why students do not attend school regularly. For example, two students from our target population didn't like coming to school because they found it boring. School, they say, didn't have any fun activities or any competitive sports. Thus, with the opening of our new playground, we will continue to build upon the activities that we started with the Leadership Program. We will create more extracurricular activities and programs that will serve as attendance incentives and motivate excellence. The curriculum will also be amended to infuse what we are calling "life lessons". These are lessons that will be designed to teach students how to raise above and overcome obstacles. Life lessons will use methods that our students can relate to, to foster self empowerment and motivation skills. Teachers will also be trained how to build positive student/teacher rapport.

Additional barriers to continuous improvement were identified during the Quality Review process and are as follows:

- Increase consistency in differentiating instruction and learning activities, based on formative and summative data, so that all lessons constantly challenge all students at their level, to maximize their learning.

- Enhance the work of teacher teams to ensure that all professional collaborations establish a clear instructional focus and result in the adjustment of classroom practice to improve student-learning outcomes.
- Refine goal setting and expand the use of multiple data sources to set interim goals for all plans to accelerate the learning of all students.
- Expand processes to monitor interim goals and benchmarks for all target groups to track progress, make adjustments, and evaluate the success of all improvement plans.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

SCHOOL-WIDE GOALS FOR 2010-2011

Based on the findings and implications from the comprehensive needs assessment for I.S. 291’s school-wide instructional goals for 2010-11 will be as follows:

Goal	Description/Rationale
Goal #1: By June 2011, there will be a 10% increase in the percentage of students in the All Students group meeting proficiency in English Language Arts as measured by NYS ELA assessments.	The trends analysis based on the School’s ELA scores indicated a decline in the percentage of students in the All Students Subgroup meeting proficiency in ELA. Additionally there is a need to increase rigor as we move towards the Common Core State Standards (CCSS). Our instructional leadership team identified the need to focus on increased academic rigor in writing. This initiative will become a school-wide goal and a point of entry towards alignment with school priorities and CCSS. Therefore, supporting the academic growth of All Students to meet proficiency or higher in ELA will remain a school wide priority.

<p>Goal #2: By June 2011 the Performance Index for SWD sub-group in ELA will improve from 106 to at least the safe harbor target of 129 as measured by NYS ELA assessments.</p>	<p>The trends analysis based on the School's Progress Report indicated a decline in the percentage of high needs Students with Disabilities meeting proficiency in ELA. Additionally, the QR recommendations indicate a need to address specific subgroups especially Integrated Co-Teaching - ICT and Special Education Teacher Support Services (SETSS). Therefore, supporting the academic growth of SWDs to meet proficiency or higher in ELA will remain a school wide priority.</p>
<p>Goal # 3: By June 2011 there will be a 5% increase of LEP students scoring a 650 or above on the 2011 NYS ELA exams.</p>	<p>The trends analysis based on the School's Progress Report indicated a decline in the percentage of high needs English Language Learners meeting proficiency in ELA. Additionally, the QR recommendations indicate a need to address specific subgroups such as ELLs. Therefore, supporting the growth of ELLs to meet proficiency or higher in ELA will remain a school wide priority.</p>
<p>Goal #4: By June 2011, the Performance Index in Mathematics for LEP students will increase to meet state proficiency or make the Safe Harbor target on the 2010-11 NYS School Report Card.</p>	<p>The trends analysis based on the School's Progress Report indicated a decline in the percentage of high needs ELL students meeting proficiency in Math. Therefore, accelerating the academic growth of ELLs to meet proficiency or higher in Math will remain a school wide priority.</p>
<p>Goal # 5: By June 2011, there will be an increase in the science performance index for LEP students to meet state proficiency or meet the Safe Harbor progress target of 91 on the 2010-11 NYS School Report Card.</p>	<p>While our school made AYP for All students in Science, there is still concern for the progress of our LEP subgroup. Their PI was 90 and for the 2010-11 school year the progress target will be 91. Therefore, continuing to increase the percentage of students meeting proficiency will remain a schoolwide goal.</p>
<p>Goal# 6: By June 2011, the Safety and Respect score will reflect a .5 increase as measured by the NYC School Survey 2010-2011 Report.</p>	<p>Our SLT compared how our school performed in the area of Safety and Respect as compared to all middle schools. There was a decline from 7.1 to 6.8. Therefore, increasing safety and respect will remain a school wide goal.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1: By June 2011, there will be a 10% increase in the percentage of students meeting proficiency in English Language Arts as measured by NYS ELA assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ELA Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Students and parents will be given clear goals and expectations • Students will be held accountable for quality standard based work • Parents will be notified of their child’s progress or lack there of • Encourage administrators and teachers to call parents • Work with the Parent Coordinator to host an ELA open house and pep rallies • Prepare ELA information centers for open school night and afternoon. • Provide teachers with the needed resources • Monitor the use of common prep and meeting times for grade level teachers • Use professional development to help teachers master effective instructional/classroom management and discipline techniques and methods • Provide additional levels of support to teachers by increasing the visibility and availability of coaches, Lead teachers, APs, and the AIS liaison in classrooms • Require teachers to use data to set instructional goals and create action plans that address the needs of their students • Improve the quality of differentiated instruction in all ELA classroom • Monitor lesson planning to ensure the effective use of formative and summative data • Support the work of teacher teams ensuring all professional collaborations are guided by a clear instructional focus • Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development.

- Students will be encouraged to utilize AIS and SES programs to enhance their academic skills
- Students will be encouraged to attend 37 ½ minutes tutorial intervention sessions, where they will work with their teachers using resources designed to remediate specific skills
- Students will be given frequent assessments some that mirror the NYS assessment others that are designed to test progress made in a specific skill area.
- Ensure curriculum map is aligned to New York State's ELA learning standards while addressing the needs of our students.

CCSS Writing Unit of Study Actions/Strategies/Activities:

- Familiarize all constituents with new Common Core Standards and provide teachers with introductory experiences with CCSS.
- During C6 common planning, provide professional development opportunities to gain deeper understanding of the CCSS Writing standards Grades 5-9
- CCSS ELA Appendices will be used to provide samples of performance tasks (Appendix B) and sample materials from Appendix A will be used to provide additional support
- Develop a curriculum writing committee consisting of assistant principals, literacy teachers and interested content area teachers especially Social Studies teachers
- Schedule inter-visitations with network schools to gain insight as to best practices
- Join a network team including principals and teachers to engage in the practice of Instructional rounds involved is working on their practice and being knowledgeable about the common task of instructional improvement
- Develop a common language around a problem of practice and what quality instruction looks like
- Teach students skills needed to accurately support claims with clear reason and relevant evidence
- Use CCSS, IR, Looking at student work to determine professional development needs and establish differentiated professional development needs based on qualitative and quantitative data.
- *Analyze formative and summative assessment data using the continuous improvement cycle during grade level department team meetings.*
- *Monthly Team Interdisciplinary meetings*
- *Focused Common Planning period programmed into teaching schedule*
- *Four half day Professional Development days scheduled for "Data Dive/Interdisciplinary Planning"*

	<p><u>Target Population(s):</u> <i>All students, all teachers</i></p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principals, Literacy Coach, Lead Teacher,</p> <p><u>Implementation Timelines:</u> September 2010-June 2011</p> <p><u>Monitor and Revise/Adjust:</u> <i>After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.</i></p> <ul style="list-style-type: none"> • October, 2010: <i>The SLT subcommittee monitored progress. A diagnostic was administered, data was analyzed and attention was drawn to the lack of progress of our overaged student population. There are well over 75 students who fall into this sub group. As a result, the following changes were made to this action plan:</i> <ul style="list-style-type: none"> - <i>Student/Parent meetings with teacher, administrators were scheduled</i> - <i>The prevention and intervention team highlighted specific groups to target</i> - <i>A complete data profile including guidance, attendance, dean reports was developed</i> - <i>We zoomed in on specific classes with a high level of infractions. We noticed that this class had a great number of repeaters and deans reports. This alerted us to a classroom management issues that some teachers were facing with the students</i> - <i>Instructional rounds were scheduled for those teachers and those students were put on the Changing the Mind Set conduct cards.</i> - <i>The progress of students using the Changing the Mind Set conduct cards will be carefully monitored between now and the next progress point in January.</i> • January, 2011: TBD • March, 2011: TBD
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding Sources (PS and/or OTPS):</u> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Fair Student Funding: Literacy Coach & Lead Teacher • Title I: Professional Development Consultant and Professional instructional materials

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review;</i> Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use each interval of periodic review to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and instrument(s) of measure, projected gains and intervals of periodic review related to improving student outcomes in the area(s) of improvement identification.</p> <p>Subject/Area (where relevant): ELA – SWD</p>	<p>Instrument of Measure: Aquity is the instrument of measure that will be used to measure projected gains toward reaching the annual goal. SECTION VI: ACTION PLAN</p> <p>Projected Gains: The expectation is that an additional 4% of students will meet proficiency and a 10% increase in student meeting proficiency in ELA by June 2011.</p> <p>Intervals of Periodic Review: Aquity Diagnostic is administered periodically throughout the school year and data from these interim assessments is used to track students' progress.</p> <ul style="list-style-type: none"> October, 2010: Benchmark data from Aquity will be used at the start of the action plan to generate an item skills analysis and establish a baseline data point. Then data at each interval of periodic review will inform next steps in monitoring/revising the actions and strategies described in the action plan section above. All actions and strategies outlined in this plan will be monitored throughout the entire duration of the action plan, and revision adjustments will be made at the set intervals of periodic review if progress assessments are not forthcoming. January, 2011: First predictive is administered
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2: By June 2011 the Performance Index for SWD sub-group in ELA will improve from 100 to at least the safe harbor target of 129 as measured by NYS ELA</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ELA-SWD Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> March 2011: Second predictive is an Instructional Targeted Assessments (ITA) May 2011: Summative Assessment is based on ELA scores Improve the quality of differentiated instruction in all special Education classroom Monitor lesson planning to ensure the effective use of formative and summative data Support the work of teacher teams ensuring that all professional collaborations are guided by a clear instructional focus Adjust classroom practices to improve student learning outcomes Use data to target students needing early literacy intervention and provide them with effective service Students and parents will be given clear goals and expectations Students will be held accountable for quality standard based work Parents will be notified of their child's progress or lack there of Use common planning to assess and identify the need of level 1 students in self-contained Train teachers how to use Multi-Sensory Language Instructional Strategies to improve the literacy skills of level 1 SWDs Provide extensive training on writing quality Individual Educational Plans (IEP) with SMART goals aligned to state educational standards Prepare ELA information centers for open school night and afternoon. Provide teachers with the needed resources Help teachers master differentiation

	<ul style="list-style-type: none"> • Use professional development to help teachers master effective instructional/classroom management and discipline techniques and methods • Require teachers to use data to set instructional goals and create action plans that address the needs of their students • Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development. <p>Students will be encouraged to attend 37 ½ minutes tutorial intervention sessions, where they will work with their teachers using resources designed to remediate specific skills</p> <p><u>Target Population(s):</u> Students With Disabilities, teachers of SWD <u>Responsible Staff Members:</u> Principal, Assistant Principals, Literacy Coach, Lead Teacher, <u>Implementation Timelines:</u> September 2010-June 2011</p> <p><u>Monitor and Revise/Adjust:</u> <i>After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.</i></p> <ul style="list-style-type: none"> • October, 2010: <i>The SLT subcommittee monitored progress. A diagnostic was administered, data was analyzed and it was noted that SWD are still lagging behind. The data showed that students scheduled to sit for 2011 ELA exam will not be successful without aggressive and targeted interventions rooted in skill development. . As a result, the following changes were made to this action plan:</i> <ul style="list-style-type: none"> - <i>A Special Education School Improvement Specialist (SEIS) was assigned to our school by our CFN</i> - <i>Administration and SEIS identified departmental priorities</i> - <i>Used data to target specific classes and teachers for conferencing and professional development</i> • January, 2011: TBD • March, 2011: TBD
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources (PS and/or OTPS):</u> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Fair Student Funding: Literacy Coach & Lead Teacher • Title I: Professional Development Consultant and Professional instructional materials

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Instrument of Measure: Aquity is the instrument of measure that will be used to measure projected gains towards reaching the annual goal.

Projected Gains: The expectation is that an **additional 2%** of students will meet proficiency at each interval of periodic review based on the Aquity and State assessments resulting in at least a **6% increase** in students meeting proficiency in ELA by June 2011.

Intervals of Periodic Review: Aquity Diagnostic is administered periodically throughout the school year and data from these interim assessments is used to track students' progress.

- October, 2010: **Benchmark data from Aquity will be** used at the start of the action plan to generate an item skills analysis and establish a baseline data point. Then data at each interval of periodic review will inform next steps in monitoring/revising the actions and strategies described in the action plan section above. All actions and strategies outlined in this plan will be monitored throughout the entire duration of the action plan, and revisions/adjustments will be made at the set intervals of periodic review if progress is NOT forthcoming.
- January, 2011: First predictive is administered
- March, 2011: Second predictive is an Instructional Targeted Assessments (ITA)
- May 2011: Summative Assessment is based on ELA scores

questioning techniques, Modeling, Mnemonics, Interactive Vocabulary, Text Interaction strategies, use of leveled texts, Reciprocal Teaching, Clarifying, VAKT strategies, ICT models, etc. Study group on scaffolding language structures for ELL students in all content areas for effective language development

- Professional development on differentiating instruction for ELL students based on Standards for English Language Learners and the ELL designations: Basic, Intermediate or Advanced
- Professional development on the tiered instructional model
- Professional development on differentiating instruction based on content, process and product, to meet the needs of multi-level students
- RTI training for teachers and re-evaluating classroom placements for ELLs and SWDs
- Intervisitations and instructional rounds will be used to evaluate the effectiveness of teaching practices, the implementation of differentiated instruction, teacher teams. Rounds will be conducted by the administration, CFN trainers and lead teachers.
- Academic Intervention Services will be provided to ELLs and ELL-Students with disabilities, especially. AIS Programs include Literacy Navigator and Achieve 3000.
- Co-Teaching – The Co-teaching model is used in ICT classes and includes ELLs with special needs. The Education Teacher Support Services (SETTS) teacher supports ELL-SWDs and other students who are academically at risk.

Monitor and Revise/Adjust: *After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.*

- October, 2010: *The SLT subcommittee monitored progress. A diagnostic was administered, data was analyzed and attention was drawn to the lack of progress of our overaged student population. There are well over 75 students who fall into this sub group. As a result, the following changes were made to this action plan:*
 - *Student/Parent meetings with teacher, administrators were scheduled.*
 - *The prevention and intervention team highlighted specific groups to target.*
 - *A complete data profile including guidance, attendance, dean reports was developed*
 - *We zoomed in on specific classes with a high level of infractions. We noticed that this class had a great number of repeaters and deans reports. This alerted us to a classroom management issues that some teachers were facing with the students*
 - *Instructional rounds were scheduled for those teachers and those students were put on the Changing the Mind Set conduct cards.*
 - *The progress of students using the Changing the Mind Set conduct cards will be carefully monitored between now and the next progress point in January.*

- January, 2011: TBD
- March, 2011: TBD

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>PS and/or OTPS Funding Sources:</u> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Title I: Supervisor per session • Title III: Professional instructional materials to support interdisciplinary curriculum development during the regular school day • FSF and Title III: Consumable instructional materials for use during extended day programs. • Title I ARRA Funds: Teacher per session (2 days per week) for after school programs and differentiated professional development -
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Instrument of Measure:</u> Aquity is the instrument of measure that will be used to measure projected gains towards reaching the annual goal.</p> <p><u>Projected Gains:</u> The expectation is that an additional 4% of students will meet proficiency at each interval of periodic review based on the Aquity and State assessments resulting in at least a 10% increase in students meeting proficiency in ELA by June 2011.</p> <p><u>Intervals of Periodic Review:</u> Aquity Diagnostic is administered periodically throughout the school year and data from these interim assessments is used to track students' progress.</p> <ul style="list-style-type: none"> • October, 2010: Benchmark data from Aquity will be used at the start of the action plan to generate an item skills analysis and establish a baseline data point. Then data at each interval of periodic review will inform next steps in monitoring/revising the actions and strategies described in the action plan section above. All actions and strategies outlined in this plan will be monitored throughout the entire duration of the action plan, and revisions/adjustments will be made at the set intervals of periodic review if progress is NOT forthcoming. • January, 2011: First predictive is administered • March, 2011: Second predictive is an Instructional Targeted Assessments (ITA) • May 2011: Summative Assessment is based on ELA scores

SECTION VI: ACTION PLAN

Subject/Area (where relevant): **MATHEMATICS – LEP**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #4: By June 2011, the Performance Index in Mathematics for LEP students will increase to meet state proficiency or make the Safe Harbor target on the 2010-11 NYS School Report Card.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Use the workshop model to delivery effective math lessons using Impact Math and supplemental materials in English/Spanish and QTEL ESL strategies. • Utilization of the Balanced Mathematics program to deliver the IMPACT curriculum in English/Spanish with QTEL ESL strategies added. • Continue supporting afterschool program for ESL Mathematics three times a week. • Systemic use of writing tasks as a vehicle for learning mathematics including the use of graphic organizers. • Problem of the week using the “Four-Square Writing Method”. • Utilizing the revision process for content writing around problem solving. • Network targeted support to ESL Math teachers • Train teachers how to use the TI-34II calculator effectively. • Mandate the use of IMPACT Math Hot Words/Hot Topics as a supplement and encourage the implementation of word walls in each LEP math classroom. • Math Vocabulary acquisition will be promoted through the use of word walls with visuals, illustrations, pictures, etc. • Promote student-to-student conversations in order to increase academic language acquisition. • Teachers will support improved skills through the use of both written and oral instructions. • Student Sharing out at the end of the lesson will indicate multiple ways of understanding (i.e., through oral responses, drawing labeling, acting out answers, etc.). • Monitor the use of Math teacher common planning sessions (General Education Math teachers and ESL Math teachers) to ensure that planning time is being used so that math strategies and ESL strategies are being shared between all math teachers. • Use the observation process to monitor and assess the effectiveness of math instruction

with ESL strategies to identify areas for teacher development and training.

- The AP Math and AP ESL will conduct joint formal and informal observations.
- Provide differentiated professional development training designed to address the specific needs of math teachers to support content knowledge, ESL strategies and improve the delivery of math instruction.
- Provide teachers with individual student data that will allow them to tailor instruction to meet the unique needs of their students.
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students.
- Infuse the use of Destination Math and test prep materials.
- Infuse the use of bilingual glossaries in mathematics.
- Conduct frequent assessments to monitor the effectiveness of teacher instruction and track student progress.
- Students and parents will be given clear goals and expectations during Parent/Teacher Conferences.
- Students will be held accountable for quality standard based work.

Target Population(s): All LEP students and LEP-SWDs, Math teachers, ESL teachers and teachers servicing ELLs, Special Education teachers servicing ELLs.

Responsible Staff Members: Principal, Assistant Principal of Mathematics, Assistant Principal of ESL, Assistant Principal of Special Education, Consultant Professional Developer.

Implementation Timeline: September 2010 – June 2011

Monitor and Revise/Adjust: *After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.*

- October, 2010: *A math subcommittee will monitor progress during meetings. A diagnostic for mathematics was administered, data was analyzed and attention was drawn to the lack of progress of our ELL student population in mathematics. The majority of ELL students tested in October failed to demonstrate progress in mathematics. The following changes were made to this action plan:*
 - *We noticed that these students have trouble with academic vocabulary in mathematics. This lack of academic math vocabulary prevents students from fully understanding mathematical performance tasks and rubrics.*
 - *While student attendance is high, student engagement and interest is not apparent*

	<p>during instructional rounds and walkthroughs.</p> <ul style="list-style-type: none"> - As a result, teacher teams will focus more closely on ELL progress in mathematics. <ul style="list-style-type: none"> • January 2011: All Eighth grade teachers are giving free 90 minute tutorial services to 8th Grade students in Math. • March, 2011: <i>The following changes were made to this action plan:</i> <ul style="list-style-type: none"> - Student/Parent meetings with teacher, administrators were scheduled - The prevention and intervention team highlighted specific groups to target - A complete data profile including guidance, attendance, dean reports was developed for ESL students. - We continue to notice that ELL students have trouble with academic vocabulary in mathematics. This lack of academic math vocabulary continues to prevent students from fully understanding mathematical performance tasks and rubrics. - The progress of students using Destination Math was marginal due to limited computer access. - Teacher teams will continue to focus on ELL progress in mathematics. - Efforts will be made to resolve computer technology challenges so that students have frequent access to Destination Math or other mathematical software and instructional programs. - Long term ELLs will use Acuity regularly. - Efforts will be made to schedule a co-teaching model of a general math teacher with a Bilingual Math teacher in order to reduce the student/teacher ratio.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources:</p> <ul style="list-style-type: none"> • Impact Math, Kaplan Test Materials, AIS and SES, Saturday Math Academy, 21st Century Grant, SIFE Grant, Support Staff and Administrators • Title I and Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instrument(S) Of Measure:</p> <ul style="list-style-type: none"> • Acuity and ARIS • Teacher written and oral assessments • Informal and Formal Observations • Learning Walkthroughs • Data Binders Notebooks <p><i>Instrument of Measure:</i> Acuity is the instrument of measure that will be used to measure projected gains towards reaching the annual goal.</p>

Projected Gains: The expectation is that an **additional 4%** of students will meet proficiency at each interval of periodic review based on the Aquity and State assessments resulting in an **increase** in students meeting proficiency in Math by June 2011.

Intervals of Periodic Review: Aquity Diagnostic or a Spanish version thereof is administered periodically throughout the school year and data from these interim assessments is used to track students' progress.

- September 2010: Baseline data and an item skills analysis and Summative test results from Spring 2010 assessments will be used to develop an understanding of student strengths and areas of improvement.
- October, 2010: Data from Aquity will be used at the start of the action plan to measure progress. Then data at each interval of periodic review will inform next steps in monitoring/revising the actions and strategies described in the action plan section above. All actions and strategies outlined in this plan will be monitored throughout the entire duration of the action plan, and revisions/adjustments will be made at the set intervals of periodic review if progress is NOT forthcoming.
- March, 2011: First predictive is administered
- May 2011: Summative Assessment is based on ELA scores

- Require teachers to use data to set instructional goals and student goals including behavioral objectives.
- Conduct frequent classroom walkthroughs, formal and informal observations to assess the effectiveness of teacher instruction, track the use of technology and student progress.
- Monitor the use of teacher common planning sessions to ensure that it is being used effectively and efficiently.
- Students and parents will be given progress reports at set intervals throughout the school year so that parents have a sense of expectations for ELLs and all students.
- Students will be held accountable for quality standard based work.
- The school in collaboration with the CFN Science specialist will explore grants and other funding sources to increase SmartBoard technology and mobile science labs in science classrooms.
- Provide appropriate professional development in the use of SmartBoard technology to allow increased collaborative learning and student engagement.
- Continue the utilization of portable laboratory modules [the school currently has 2 units] by all science teachers teaching ELL students.
- Refine and align Science Curriculum Maps for at least one grade to supplement the NYC Scope and Sequence and incorporate Common Core State Standards (CCSS) to unit goals in order to improve literacy in Science and design assessments to support Inquiry Based Science Instruction.
- Turn-key professional development of *Urban Advantage* curriculum.
- Increased science staff professional development in CCSS and inquiry based science.

Target Population(s): All students, science teachers, ESL and Special Education teachers

Responsible Staff Members: Principal, Assistant Principal for Science, Professional Development Consultant

Implementation Timeline: September 2010-June 2011

Monitor and Revise/Adjust: After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual Science goal during C 6 and will make any necessary adjustments or changes to the action plan, if applicable, so that the annual goal can be achieved.

- October, 2010: During the C 6 meeting science teachers monitored the progress of all students including ELLs and SWDs. It was clear that the progress of ELL was lower than

	<p>expected. Teachers identified the most needy classes and during the Lab periods, teachers agreed to work more regularly to differentiate instructions and meet the needs of small groups of students.</p> <ul style="list-style-type: none"> • January, 2011: All Eighth grade teachers are giving free 90 minute tutorial services to 8th Grade students in Science. • March, 2011: The Science department continues to carefully monitor the progress of ELLs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding Sources (PS and/or OTPS):</u> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Title I: Professional Development Consultant and instructional materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> <p>Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.</p> <p>Subject/Area (where relevant): <u>Safety and Respect</u></p>	<p>Instrument(S) Of Measure:</p> <ul style="list-style-type: none"> • Acuity and ARIS in Math and ELA • DYO Teacher Generated Assessments (Teacher tests) • Past Eighth Grade Science State Assessment <p>Interval Of Periodic Review: October/January/March/May Projected Gains: 3% increase in the number of ELL students meeting NYS performance standards in Science.</p> <p>SECTION VI: ACTION PLAN <u>Intervals of Periodic Review:</u> The Science DYO is administered periodically throughout the school year and data from these interim assessments is used to track students' progress. October, 2010: Benchmark data will be used at the start of the action plan to generate a science item skills analysis and establish a baseline data point. Then data at each interval of periodic review will inform next steps in monitoring/revising the actions and strategies described in the action plan section above. All actions and strategies outlined in this plan will be monitored throughout the entire duration of the action plan, and revisions/adjustments will be made at the set intervals of periodic review if progress is NOT forthcoming.</p> <ul style="list-style-type: none"> • January, 2011: First Science DYO is administered • March, 2011: Second Science DYO is administered
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal # 6: By June 2011, the Safety and Respect score will reflect a .5 increase as measured by the NYC School Survey 2010-2011 Report.</p>

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Actions/Strategies/Activities:

- Closely monitor the work of the Prevention and Intervention Team (PIT) consisting of an assistant principal, school counselor, family worker, dean and attendance teacher so that there is transparent accountability and cohesiveness.
- Review the environmental survey to reevaluate safety and security in order to augment school-wide efforts towards securing a safe learning environment and reducing student suspensions.
- Continue to monitor the building throughout the day developing a daily random Sweep Schedule in order to be proactive in working with students with discipline issues.
- Develop a data spread sheet indicating “hot spots” and “hot periods” (locations throughout the building where disruptive patterns tend to occur at specified periods or time of the day).
- Establish the practice of active engagement of teachers’ monitoring students during passing. This should include teachers standing at the classroom entrance in order to greet students as they enter the classroom and stand at the doorway as students exit the classroom.
- Establish hallway posts for deans, safety agents, and other school staff (i.e., school counselors, school aides, etc.) so that locations including hallways and staircases of highest incidents can be actively monitored
- Continue to be proactive about tracking data regarding “hot spots,” such as corridors and inlets. The expectation is that increased monitoring will result in reduced safety concerns.
- Establish a plan for covering deans, safety officers, etc. who are absent.
- Collect data to determine the effectiveness of the SWEEP Schedule and revision of the schedule as necessary.
- At the schoolwide and class level, **maintain updated data regarding student cutting, walking the halls and late to class.**
- Use data to track those students who are repeat offenders including over-aged students.
- Design an effective system for addressing the issue of student absences and tardiness.
- Reevaluate and possibly revamp the current peer mediation program— begin by assigning a new teacher leader.
- Revamp the Positive Behavior Intervention System
- Ensuring that the PBIS program is known throughout the school and all students have clear expectations regarding consequences for actions. The behavior management program will be consistent from classroom to classroom and teacher to teacher.
- Develop a more effective teacher-reporting system so that deans can be notified and

	<ul style="list-style-type: none"> expedite the resolution of conflicts. Revisit the effectiveness of the student suspension center and use effective software programs, computers and digital learning strategies (such as Achieve 3000) to maximize students' time-on-task with productive instructionally sound activities. <p><u>Target Population(s):</u> All teachers, Deans, school counselors, aides, School Safety Agents, all students with a special focus on repeaters</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principal of Discipline, assistant principals, Director of Security, Deans, School Counselors, psychologists, Level 3 Safety Agent, Consultant</p> <p><u>Implementation Timeline:</u> September 2010 – June 2011</p> <p><u>Monitor and Revise:</u> Student trends in classroom incidents and suspensions will be carefully monitored after each interval of periodic review based on the OARS Report, section sheets, in house suspensions, superintendent suspensions and dean referrals. Discipline program and other actions and strategies outlined in this plan will continue to be revised and more closely aligned with the annual Safety and Respect goal.</p> <p><u>Intervals of Monitoring and Revision:</u> Revisions to this action plan at each interval of monitoring are “to be determined” (TBD) and will be based on qualitative and quantitative data and an analysis of the short term goal (projected gains) and the matched assessment.</p> <ul style="list-style-type: none"> November 2010: TBD January 2011: TBD March 2011: TBD May 2011: TBD
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources(PS and/or OTPS):</u> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-May 2011 as indicated below:</p> <ul style="list-style-type: none"> AP of Discipline – TL Fair Student Funding Director of Security - ARRA SWP funding Deans - TL Fair Student funding

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	160	79	82	150	119	3	5	11
7	174	163	158	162	114	5	7	10
8	240	204	197	218	149	4	6	13
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><i>AIS in ELA is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • One 45 minute period per week for teachers whose program allows us to do so • Differentiate instruction in all ELA classes – Tier I Intervention • Through frequent content and skills based assessments, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through the AIS lab, where a specific plan will be tailored to meet their unique needs. • The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assigns a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress. <p>English as a Second Language:</p> <p><i>AIS in ESL is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • One 45 or 90 minute period per week for teachers whose programs allow us to do so • Differentiates instruction in all ELS classes – Tier I intervention. • Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not making progress from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be service through the AIS lab, where a specific plan will be tailored to meet their unique needs. • The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assigns a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.

<p>Mathematics:</p>	<p><i>AIS in math is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • One 45 or 90 minute period per week for teachers whose program allow us to do so • Differentiate instruction in all math classes – Tier I intervention • Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not making progress from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be service through the AIS lab, where a specific plan will be tailored to meet their unique needs. • The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assigns a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.
<p>Science:</p>	<p><i>AIS in science is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • In addition to the State mandated periods of science instruction students will receive an additional 45 minute period of AIS instruction in science per week. • The science lab will be used as a vehicle to provide AIS instruction for seventh and eighth grade students • The AIS lab will be equipped to provide Tier II intervention in science • The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assigns a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.
<p>Social Studies:</p>	<p><i>AIS in social studies is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • In addition to the State mandated periods of social studies instruction students will receive an additional 45 minutes period of AIS instruction in social studies per week. • The additional AIS period will be tailored to meet the specific needs of each student • The AIS lab will be equipped to provide Tier II intervention in science • The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assigns a qualified

	<p>provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>School counselors will provide guidance and crisis counseling services during the school day, one period per week or more frequently if needed, to all students deemed at risk especially in grades 6-8. The service is offered in English and Spanish. Guidance counselors will visit classrooms to provide information that will benefit the entire student body. Guidance counselors will also be given student data that will allow them to track student progress as well create meaningful peer groups for specific student activities and guided programs. Students will assisted in learning how to deal with various personal issues including school, friends, family current events, etc.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to students deemed at risk. These service will identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social Workers will provide counseling services to students deemed at risk and their families during the school day, one period or more frequent if needed. Students will be assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<p>At-risk Health-related Services:</p>	<p>Health related services are offered during the school day, one period a week or as needed, to all students in grades 6-8. Students will assisted in learning how to cope with health related issues as obesity, diabetes, asthma, etc.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 155 LEP _____ Non-LEP

Number of Teachers 7 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

I.S. 291 is committed to the quality education available to our ELLs students. Our school implements Transitional Bilingual and Freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines for approximately 155 students. All bilingual and ESL teachers are appropriately certified. We have three freestanding classes in grades 6-8 and two ESL classes in accordance with CR Part 154 and Title III Guidelines. The ESL Program provides service to all entitled students using the Push-In, Pull-Out Model. All bilingual students receive instruction as per the Language Allocation policy. Instruction is tailored to comply with the city and state performance and ESL standards. All students are also provided with Differentiated Instruction to meet or exceed city and state learning and performance standards. We have one-Sixth Grade Bilingual (Spanish) class, one-Seventh Grade Bilingual (Spanish) class, and one-Eighth Grade Bilingual (Spanish) class. We also have one Seventh Grade ESL class and one Eighth Grade ESL class in accordance with CR Part 154 and Title III Guidelines. Our goal and vision is to create a learning community in which students and staff as well as parents learn together through meaningful experiences. Additionally, staff members as well as parents participate in high quality professional development. Teachers enhance their teaching and learning and students improve their knowledge, performance and academic achievement.

I.S. 291K provides Title III Program provides English Language Learners with supplemental instruction in an ESL/After School Academy. The instructional program will service ELLs in grades 6-8 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Students who scored proficient in the NYSESLAT

will also be invited to participate in the program. The After School Academy will be offered to support the instructional program as well as to improve academic performance.

The After School Academy services all ELLs who need to meet the New York City and State Standards as well as ESL Standards. The focus will be in Reading Comprehension, Writing and Math Problem Solving activities. The program will meet three times a week, Tuesday, Wednesday and Thursday from 3:05 to 5:00 p.m. for a total of 22 sessions beginning in October 2010 through May 2011. There will be three classes one class per grade (6, 7, 8). Each group will have 12-15 students. Certified Bilingual/ESL teachers will provide supplemental instruction in alignment with the New York City and New York State performance standards. The After School Academy will service approximately 45-50 students. Various strategies will be used to provide the students optimum opportunity to achieve proficiency and meet the standards on the NYSESLAT as well as New York City and State Standards. Instructional materials will be purchased to provide instructions. Math, Reading and NYSESLAT practice materials will be used. Native Language supplementary materials will be used to enhance the program.

General Instructional materials will be purchased such as markers, chart paper, rulers, graph paper, notebooks and other manipulative. This program will also have a supervisor to assure rigorous academic and quality education.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

At I.S. 291, Professional Development Program will focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development in the infusion of ESL strategies in the content area on differentiated instruction based on language proficiency, alignment to the Workshop Model for ELLs with citywide core curriculum. Teachers will also receive staff development to increase effective instructional practices in the following: Analyzing Data to Drive Instruction, i.e. NYSESLAT, ELA, Math, Social Studies and Science and ELE. A study group will be created to research updated programs and strategies. The study group will be part of the teachers’ Circular Six

periods. Professional books will be purchased for this activity. School administrators, and ESL/Bilingual teachers, will facilitate these after school professional development sessions. Participating teachers (7) will receive five sessions of 2 hours professional development workshop from 3:00p.m.-5:00p.m. for 4 weeks. Teachers who service ELLs students will receive 7.5 hours of professional development on an overview of ELLs and their needs. The following is a projected format for staff development:

1. Two hours on Differentiated Instruction
2. Two hours on Infusing ESL strategies across Content Area
3. Two hours on Analyzing Data to Drive Instruction
4. Test Sophistication-Strategies-to prepare students to meet city, state and ESL standards.

Teachers will gain a better understanding of the aforementioned assessments. Also, we will highlight instructional strategies in the classroom to strengthen students' skills and performance in city and state assessments.

Section III. Title III Budget

School: I.S. 291 BEDS Code: 333200010291

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$19,756.44	(22 sessions X 2 hrs. X 3 times a week X 3 teachers @ \$49.89= \$19,756.44 includes fringe benefits.
Purchased services - High quality staff and curriculum development contracts.	0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$300.00	Instructional Supplies: Charts, folders, pencils, rulers, graph paper, etc.

	\$1,796.04	Professional Development: 6 workshops X2 hrs. ea. X 3 teachers X\$49.89=\$1,197.36
	\$626.52	Facilitator: 6 workshops X2 hrs. ea. X1X\$52.21=\$417.68. Instructional Supplies and materials for after school program. (Heinle Cenage Learning) Strategies for Test-Taking Success: Math \$19.25 ea.X20=\$385.00 Strategies for Test Taking Success: Writing \$14.85 ea.X20=\$299.00 Strategies for Test-Taking Success: Reading \$14.85 ea. X20=\$299.00
Educational Software (Object Code 199)	0	N/A
Travel	N/A	
Other	\$318.00	Refreshments for parents' workshops end of program celebration and certificates. Parents Workshop will be conducted by ELLs Supervisor, Guidance Counselor and Parent Coordinator at no cost to Title III.
TOTAL	\$23,960.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Language Survey, parents identify the language spoken at home by the student and parents. Based on that information, we determine if student is eligible to be tested with LAB-R Assessment. All communication materials will be sent to the students' home in the language the parents have selected in Part 3 of the Home Language Survey.

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

The oral interpretation provided by I.S. 291 will be Spanish. This was determined after reviewing the Home Language Survey for "language Spoken at home". In addition, the school will provide to the parents whose vernacular language is other than English, a notification of their rights. Notices will be posted as well in the Parent's Coordinator's Office regarding their rights their rights to obtain documentation or oral translation in their spoken language.

Part B: Strategies and Activities

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

All communication materials to be sent to the home will be translated into English and Spanish. Materials will be mailed in a timely fashion. A staff member will translate all communication materials.

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

The oral interpretation provided by I.S. 291 will be Spanish. This was determined after checking the language survey for “language spoken at home”.

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

Our goal is to communicate with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s education options, and parents’ capacity to improve their children’s achievement. To this end, a team of individuals will be responsible for translating all documents in a timely manner. Parents will receive a letter explaining their rights.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$743,562	\$77,813	\$821,375
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,436	\$778	\$8,214
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,178	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$74,356	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 Attracting highly qualified teachers remains a priority at IS 291. Several strategies have been put in place to continue attracting highly qualified teachers including new Teaching Fellows. As a restructured school, IS 291 is implementing smaller learning communities and smaller class sizes under the NYS sponsored Contracts for Excellence (CFE) initiative. IS 291 presents itself to prospective candidates as a safe work environment where there are decreasing incident reports and smaller class sizes. A committed instructional leadership team paints the picture of IS 291 as an attractive learning environment for highly qualified teachers. In addition, differentiated professional development and an advisory program that fosters increased teacher/students connections are additional programs that attract qualified teachers. These strategies coupled with ever improving community relationships depict IS 291 an integral component to an ever strengthening environment with community based supports that address the voices of every constituency group i.e., parents, students and teachers and the outside neighboring communities.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

IS 291 Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore IS 291 *[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 our school and the families. PS/MS/HS XX'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 Advisory Council, as trained volunteers and welcomed members of our school community. IS 291 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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 our school community;

IS 291'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. Our 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 our 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 IS 291 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, IS 291 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 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 schools 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 our 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 Advisory Council. 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

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

attend our school and will work to ensure that our 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 for Family Engagement and Advocacy (OFEA);

- 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 Title I Parent Annual 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; and
- 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.

IS 291 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

IS 291 School-Parent Compact

IS 291, *[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. IS 291 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week)

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- 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;

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. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **the SLT and Parent-Teacher-Student Association** in October, 2010.

This Parent Involvement Policy was updated on January 26, 2011.

The final version of this document will be distributed to the school community on February, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Needs Assessment on page 8-26

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

IS 291 will continue to implement the following schoolwide reform strategies that are in alignment with NCLB guidelines:

- We will offer AIS during the school day and extensive after-school programs and Saturday programs for reading, mathematics, content area study and technology. Additionally, parent programs will also be offered after school and during Saturday sessions.
- Continue efforts to recruit parents to attend activities scheduled for the school
- Design differentiated professional development that continues to support effective classroom management techniques.
- Ensure the appropriate implementation of the balanced literacy.
- The Beacon Program services the entire school and neighborhood community in the evenings and on weekends. Homework helper, reading/math programs and ESL classes are offered as well. A full schedule of sports, arts and crafts and dance are also accessible to students.

- Continue to schedule a common planning times for all core content areas
- With our new partnership with Brooklyn College, our seventh and eighth grade students will benefit from creative programs designed to inspire and motive academic excellence. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacle and become college graduates.
- Maintain a school-based In-House suspension room that supports only IS 291 students.
- Expand training in peer-mediation to key staff and student leaders
- Enforce a well defined school discipline and safety action plan

3. Instruction by highly qualified staff.

Targeted Professional Development activities have been planned in conjunction with CFN 208 through the Network Leader and the Network Team on specific areas of concern. A series of workshops will be made available to bilingual, ESL and monolingual teachers. These workshops have been scheduled on a monthly basis beginning in November 2010 and ending in May 2011. Some of these workshops are the following:

- Differentiated Instruction in the Content Areas - November
- Scaffolding Techniques - December
- QTEL Strategies - January
- Using data to inform teaching practices based on best practices - February
- Reflection on the Current ELA Standards, ESL and NLA Standards and Implications for CCSS alignment - March
- Assessment: April
 - State (NYSESLAT, ELA, and Science)
 - City and District Assessments: LEP Interim Assessment, Aquity, Scantron
 - Alternate Assessments: Portfolios, teacher assessments, conferring, student work etc.
- Overview of the Language Allocation Policy - May
- Model Lesson planning for ELLs and SWD. - Ongoing throughout the year

Consultants, Coaches and Lead Teachers will also give classroom teachers support by planning demonstration lessons and coaching in ELA and Math for general education, ESL and Special Education teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The goal of on- going professional development will be to:

- To provide differentiated professional development for teachers and paraprofessionals that is data driven and in alignment with student needs.
- To train teachers in the effective use of summative and periodic assessment tools in order to drive planning and instruction in the classroom. Teachers will increase capacity for using information obtained from state (ELA, Math) assessments, Aquity (periodic) assessments and other assessments to identify by these assessments.
- Effective goal setting
- To use appropriate academic intervention strategies, designed to help students remain in regular education
- To continue implementing the New York State Standards in Science and increase the use of “hands on” activities in the classroom while beginning to align CCSS into science curriculum.
- To focus on the new document based social studies format and the use of higher order questioning techniques in order to deepen awareness of CCSS.
- To continue training teachers in the use of computer technology as a means of enhancing content area instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attracting highly qualified teachers remains a priority at IS 291. Therefore, several strategies have been put in place to attract highly qualified teachers. As a restructured school, IS 291 is implementing smaller learning communities and smaller class sizes under conceptual consolidation. IS 291 is presented to prospective candidates as a safe work environment with smaller class sizes and decreasing incident reports. Additionally, a committed instructional leadership team paints an attractive learning environment for highly qualified teachers. In addition, differentiated professional development that fosters increased teacher/students connections are additional strategies that attract qualified teachers. These strategies coupled with ever improving community relationships presents IS 291 as a strong school community with community based supports that includes the voices of every constituency group i.e., parents, students and teachers and the outside neighboring communities.

6. Strategies to increase parental involvement through means such as family literacy services.

The parent involvement goals for IS 291 are to increase student achievement by building parent capacity and awareness by the following:

- Providing parents with translated information regarding curriculum, student placement, school activities, student services, and community/city programs
- Informing parents on all updates regarding the school’s accountability status and NCLB requirements.
- Conducting Parent-Teacher conferences with parents at least twice a year, with follow-up meetings as needed that accommodate the varied schedules of parents and language translation needs.
- Professional Development in the use of ARIS Parent Link so that parents get better at tracking their child’s progress.

- Coordinating ESL classes for parents.
 - Providing staff development, for all school staff, regarding effective communication techniques and the importance of regular communication between the school and the family.
 - Implementing a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity.
 - Establishing a way for immediate and regular contact between parents and teachers when concerns arise.
 - Linking parents to programs and resources within the community that provide support services to families.
 - Sharing accountability reports on school performance with parents at open meetings and soliciting input for future goals.
 - Providing an accessible parent/family information and resource center to support parents and families with training, resources, and other services for LEP and SWD students.
 - Utilizing the SLT committee as a vehicle for involving parents in setting student goals in order to prepare them for secondary education and careers.
 - Providing information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, help children prepare for high stakes tests and give feedback to teachers.
 - Expanding parents' decision-making capacity regarding their child's educational options and needs by providing professional development workshops for parents of all students including parents of LEP, bilingual students and Students with Disabilities.
 - Enabling parents to internalize the significance of student periodic assessment results, report cards and item analysis of their children's performance on State standardized assessments.
 - Communicating with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NOT APPLICABLE

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will continue to be trained in the effective use of academic assessments and data analysis as a means of gaining insight to student strengths and weaknesses in order to modify teaching and provide differentiated instruction at the classroom level. On a grade-wide/school-wide level, training on data analysis will assist in measuring the effectiveness of various programs and determining root causes and barriers to student success. Collaborations during teacher team meetings on the data and student work will result in the modification of current curriculum maps with closer alignment to CCSS. Teacher teams will continue to monitor student progress of select students in order to evaluate the efficacy of instruction programs and inform teacher practice. Looking at student work will be an additional venue used along with data to assessment school wide progress towards meeting annual goals. Much of the team work is completed during common preps, academy meetings, Principal's Instructional Leadership team meeting, extended Cabinet meetings, PTA meetings and SLT meetings.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Aquity Periodic Assessments will be used to ensure that students' difficulties are identified on a timely basis. These periodic assessments are designed to provide sufficient information to determine if the current instructional plan is effective. School Leadership along with the Network Leader and select member from the network team will evaluate and monitor the student, class and teacher performance and then work with the school's leadership team to suggest strategies to address needs and suggest possible solutions.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a Schoolwide Program school, and under Conceptual Consolidation, the School Leadership Team has developed a comprehensive educational plan designed to meet the needs of all students that will be supported by funds from Title I SWP. These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund a reading teacher, consultant staff developer(s), a licensed librarian, literacy coach, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us with funding for a pull-out and push-in ESL Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ² Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$624,592	✓	Action Plans pages 29 -49
Title I, Part A (ARRA)	Federal	✓			\$77,035	✓	Action Plans pages 29 -49
Title II, Part A	Federal			✓		✓	Action Plans pages 29 -49
Title III, Part A	Federal	✓			\$24,100	✓	Action Plans pages 29 -49
Title IV	Federal			✓		✓	Action Plans pages 29 -49
IDEA	Federal		✓			✓	Action Plans pages 29 -49
Tax Levy	Local	✓			\$2,918,322	✓	Action Plans pages 29 -49

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

*****NOT APPLICABLE*****

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring (Advanced)
Comprehensive **SURR⁴ Phase/Group (If applicable):** Not Applicable

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

See Needs Assessment on page 8-26

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

The focused interventions IS 291 will implement to support improved achievement in grades 6-8 in the area of ELA for which the school was identified will include the following actions, strategies, and interventions:

- Students and parents will be given clear goals and expectations
- Students will be held accountable for quality standard based work
- Parents will be notified of their child's progress or lack there of
- Teachers will be held accountable for using data to provide standard based student centered differentiated instruction
- Require teachers to use data to set instructional goal and create action plans that address the needs of their students
- Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development.
- Students will be encouraged to utilized AIS and SES programs to enhance their academic skills

School Under Registration Review (SURR)

- Students will be encouraged to attend 37 ½ minutes tutorial intervention sessions, where they will work with their teachers using resources designed to remediate specific skills
- Students will be given frequent assessments some that mirror the NYS assessment others that are designed to test progress made in a specific skill area.
- Continuous development and assessment of individualized student goals.
- Analysis and implementation of complete Student Intervention Plan.
- Small group intervention in the AIS Lab.
- After school SES programs that provide remediation in ELA.
- After school Bilingual/ESL Academies.
- Additional instruction for SIFE students in the technology lab.
- Lead teacher to increase instructional rigor in the classroom through professional development throughout the day.
- Full implementation of New York City Periodic Assessment Program in order to continuously monitor student progress and target appropriate interventions.
- Full implementation of Performance Series to determine student's level of performance and identify individual student abilities.
- More consistent use of technology to assess and monitor student progress.
- Implementation of Wilson Program to close the reading gap for struggling students by using multi-sensory teaching techniques.
- Homework support with the Beacon Program through the Hispanic Coalition.
- Restructuring of teacher programs to accommodate common planning times during circular 6 for consistent, continuous, and quality professional development.
- Provide every 6th grade student with a computer-based Home Learning Center loaded with bilingual educational software to encourage parental involvement, support classroom instruction by assigning homework that encourages students to use the computer to build knowledge and practice skills.
- Students will use the internet for research, take virtual field trips, create project-related PowerPoint presentations, and use Excel to analyze data they gather for class research projects.

AIS in ELA will be implemented as follows:

- One 45 minute period per week for teachers whose program allows us to do so
- Differentiate instruction in all ELA classes – Tier I Intervention
- Through frequent content and skills based assessments, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through the AIS lab, where a specific plan will be tailored to meet their unique needs.
- The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assigns a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work

closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.

AIS for LEPs will be implemented as follows:

- One 45 or 90 minute period per week for teachers whose programs allow us to do so
- Differentiates instruction in all ELS classes – Tier I intervention.
- Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not making progress from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be service through the AIS lab, where a specific plan will be tailored to meet their unique needs.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

IS 291 will use 10 percent of the Title I funds for professional development to remove the school from school improvement as follows:

- Utilize per session funds to ensure appropriate implementation of balanced literacy with assistance from support staff and CFN 208's Network Team.
- Provide professional development to assist in developing effective classroom management techniques, rituals and routines.
- Provide differentiated professional development to teachers who are assigned to the time out/in-school suspension room.
- Provide training in peer-mediation to key staff and student leaders.
- Provide per session to teachers who will deliver professional development to parents based on parent and student needs.
- Schedule per session time before or after school for curriculum mapping in all core subjects.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers form the basis of cohort professional development, which targets specific teacher needs based on instructional goals, objectives and actions that are established in the CEP action plans. Therefore, Coaches, Lead Teachers and Assistant Principals will implement an effective mentoring program for new teachers and a differentiated program that supports the needs of teachers requiring additional support. High-quality professional development will be provided in the form of inter-classroom visitations and professional development workshops on the core curriculum. Experienced teachers will be encouraged to collaborate with new teachers in each subject area, which will be supported by weekly meetings on curriculum, followed by opportunities to plan and share instructional ideas.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The parent involvement goals for IS 291 are to increase student achievement by building parent capacity and awareness by the following:

- Providing parents with translated information regarding curriculum, student placement, school activities, student services, and community/city programs
- Informing parents on all updates regarding the school's accountability status and NCLB requirements.
- Conducting Parent-Teacher conferences with parents at least twice a year, with follow-up meetings as needed that accommodate the varied schedules of parents and language translation needs.
- Coordinating ESL classes for parents.
- Providing staff development, for all school staff, regarding effective communication techniques and the importance of regular communication between the school and the family.
- Implementing a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity.
- Establishing a way for immediate and regular contact between parents and teachers when concerns arise.
- Linking parents to programs and resources within the community that provide support services to families.
- Sharing accountability reports on school performance with parents at open meetings and soliciting input for future goals.
- Providing an accessible parent/family information and resource center to support parents and families with training, resources, and other services for LEP and SWD students.
- Utilizing the SLT committee as a vehicle for involving parents in setting student goals in order to prepare them for secondary education and careers.
- Providing information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
- Expanding parents' decision-making capacity regarding their child's educational options and needs by providing professional development workshops for parents of all students including parents of LEP, bilingual students and Students with Disabilities.
- Enabling parents to internalize the significance of student periodic assessment results, report cards and item analysis of their children's performance on State standardized assessments.
- Communicating with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

*****NOT APPLICABLE*****

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, in IS 291, there are 9 students identified as a Student in Temporary Housing. However, the STH data is carefully monitored because the school is aware that the STH population may change over the course of the year.

2. Please describe the services you are planning to provide to the STH population.

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc. Students will receive free transportation, free lunch and counseling. We will meet with the students and their families in order to better address their needs. However, these funds will not be used to defray the costs of unrelated services excluded from the STH guidelines such as graduation.

Part B: FOR NON-TITLE I SCHOOLS

*****NOT APPLICABLE*****

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 291 Roland Hayes					
District:	32	DBN:	32K291	School		333200010291

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.0	90.9	90.5
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.8	88.8	89.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	204	191	207	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	225	221	211		93.4	96.8	95.7
Grade 8	254	245	234				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	23	27
Grade 12	0	0	0				
Ungraded	3	1	1	Recent Immigrants - Total Number:			
Total	686	658	653	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					48	30	37

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	62	48	42	Principal Suspensions	368	234	107
# in Collaborative Team Teaching (CTT) Classes	25	24	21	Superintendent Suspensions	58	28	12
Number all others	35	24	24				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	59	71	TBD	Number of Teachers	74	65	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	21	14
# receiving ESL services only	70	73	TBD				
# ELLs with IEPs	7	16	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	4	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	17	51	% fully licensed & permanently assigned to this school	100.0	100.0	95.8
				% more than 2 years teaching in this school	64.9	81.5	88.5
				% more than 5 years teaching anywhere	52.7	73.8	80.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	82.0	88.5
American Indian or Alaska Native	0.4	0.6	0.6	% core classes taught by "highly qualified" teachers	93.7	87.5	95.9
Black or African American	29.9	25.8	23.9				
Hispanic or Latino	67.6	71.7	73.8				
Asian or Native Hawaiian/Other Pacific	1.0	1.1	0.8				
White	1.0	0.6	0.6				
Male	50.9	50.8	51.9				
Female	49.1	49.2	47.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2					v	
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:
		-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	X			-	
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				-
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			-
Multiracial			-			
Students with Disabilities	X	v				
Limited English Proficient	X	v				
Economically Disadvantaged	v	v				-
Student groups making	4	6	0			0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				P
Overall Score:	35.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				P
School Environment:	5.5	Quality Statement 2: Plan and Set Goals				P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P
School Performance:	3.7	Quality Statement 4: Align Capacity Building to Goals				P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P
Student Progress:	22.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 32	School Number 291	School Name Roland Hayes
Principal Sean Walsh		Assistant Principal Eva Proctor	
Coach Debra Friday		Coach Juliann Waite	
Teacher/Subject Area Jaime Morales/ESL		Guidance Counselor June James	
Teacher/Subject Area Nancy Palomino/ESL		Parent Ms. C. Rodriguez	
Teacher/Subject Area Arturo Aguirre/S.S.		Parent Coordinator Deborah Watson	
Related Service Provider Regina Melendez/Speech Teacher		Other Jacqueline Rosado	
Network Leader John O'Mahoney		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	656	Total Number of ELLs	155	ELLs as Share of Total Student Population (%)	23.63%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At registration parents are given a Home Language Survey (HLIS) and registration materials in their native language (when possible). There are staff members who are available to assist parents, when needed. The ESL teacher, Assistant Principal or Bilingual Teacher conducts a face-to-face interview, checks the Home Language Survey, and identifies the students as an eligible candidate to take the Language Battery Assessment (LAB-R). The test is administered in English and Spanish. If the child is identified as needing services, the child is enrolled in the appropriate program within ten days. The parents are informed of their child's entitlement/non-entitlement for services. Thereafter, all students who are either placed in a Bilingual or ESL Program are tested in May/April with the NYSESLAT. This test provides the school with the students' proficiency levels as well as determines if the child is entitled for continued services.

There are several guidelines in place to ensure that parents understand all three-program choices. All parents of newly enrolled English Language Learners are invited to attend an orientation session within 10 days of ELL's enrollement. Preferably, parents will view the video at the time the child is enrolled. A Certified ESL teacher, ESL Assistant Principal, Parent Coordinator conducts the orientation session at a designated time of the two-week interval. Parents are given the opportunity to view a parent information CD, in their native language, which describes the various programs offered by the school system to their children. The program placement options are presented with clarity and objectivity. The parent orientation video is available in nine languages. If parents are unable to attend the orientation, parent brochures are desiminated in their native language to the child's home with a parent selection form in order to further explain the various program offered before selecting ESL or Bilingual Program.

If parents do not return program selection form, we place the student in a Transitional Bilingual Class in accordance with CR Part 154. After viewing the parents' selection forms, we noted that 95% of the program choices requested have been the Transitional Bilingual class. Our programs are aligned according to parent choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	155	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	55
SIFE	37	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	50

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	46	26	0	10	2	0	19	1	0	75
Dual Language										0
ESL	17	17		7	5	0	47	1	9	71
Total	63	43	0	17	7	0	66	2	9	146

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese							1							1
Russian														0
Bengali									1					1
Urdu														0
Arabic								1	2					3
Haitian							2							2
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other							1	1	1					3
TOTAL	0	0	0	0	0	0	4	2	5	0	0	0	0	11

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																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							104	106	105					315
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	0	0	0	0	0	104	106	105	0	0	0	0	315

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our instructional program includes a 6th Grade Bilingual block class (Spanish/English), a 7th Grade Bilingual block Class (Spanish/English) an Eighth Grade Bilingual block Class (Spanish/English), a Seventh Grade ESL block class (English) and an Eighth Grade ESL block class. (English). The three Transitional Bilingual classes and two ESL classes service approximately 155 students. We offer Bilingual and ESL services to entitled General Education and Special Education students. I.S. 291 has organized its Transitional Bilingual and ESL Programs to implement CR Part 154 Regulations and No Child Left Behind. Students who scored at the Beginner and Intermediate levels receive 360 minutes of ESL per week, ninety minutes per day. Advanced students receive 180 minutes of ESL per week, 45 minutes per day as per NYS CR Part 154. Students in the Transitional Bilingual classes receive Native Language Arts 45 minutes per day. The NLA teacher follows the same curriculum as the ELA teacher. The components of the Transitional Bilingual/ESL program in our school are designed to assist in the implementation of the LAP Guidelines, using the Balanced Approach to Literacy, the Workshop Model, and Impact Math. A Differentiated Approach to instruction for all proficiency levels will be implemented in all content area. To improve literacy and academic skills we will incorporate in our instructional program current researched and proven strategies used in the teaching of ELLs. The aforementioned helps students perform at city and state grade level in all subject. We will also provide language development in the four modalities with an emphasis on building reading comprehension and writing skills.

All students entering our school are made to feel special. We provide nurturing and caring environment, which is conducive to learning. After identifying students' strength and weaknesses the teacher will use picture books for read aloud, graphic organizers, charts, and will also incorporate speaking and writing activities in all lessons. The teacher will also provide an opportunity for children to communicate and interact with one another purposefully. Students will be able to illustrate vocabulary through pictures or drawings.

After identifying Students with Interrupted Formal Education, (SIFE) students will have grade appropriate instructional materials. Teachers' lessons will reflect differentiation of instruction. Student will be seated in a group where they can participate in the lesson and obtain help from the other members of the group. The teacher will provide numerous pictures to illustrate vocabulary,

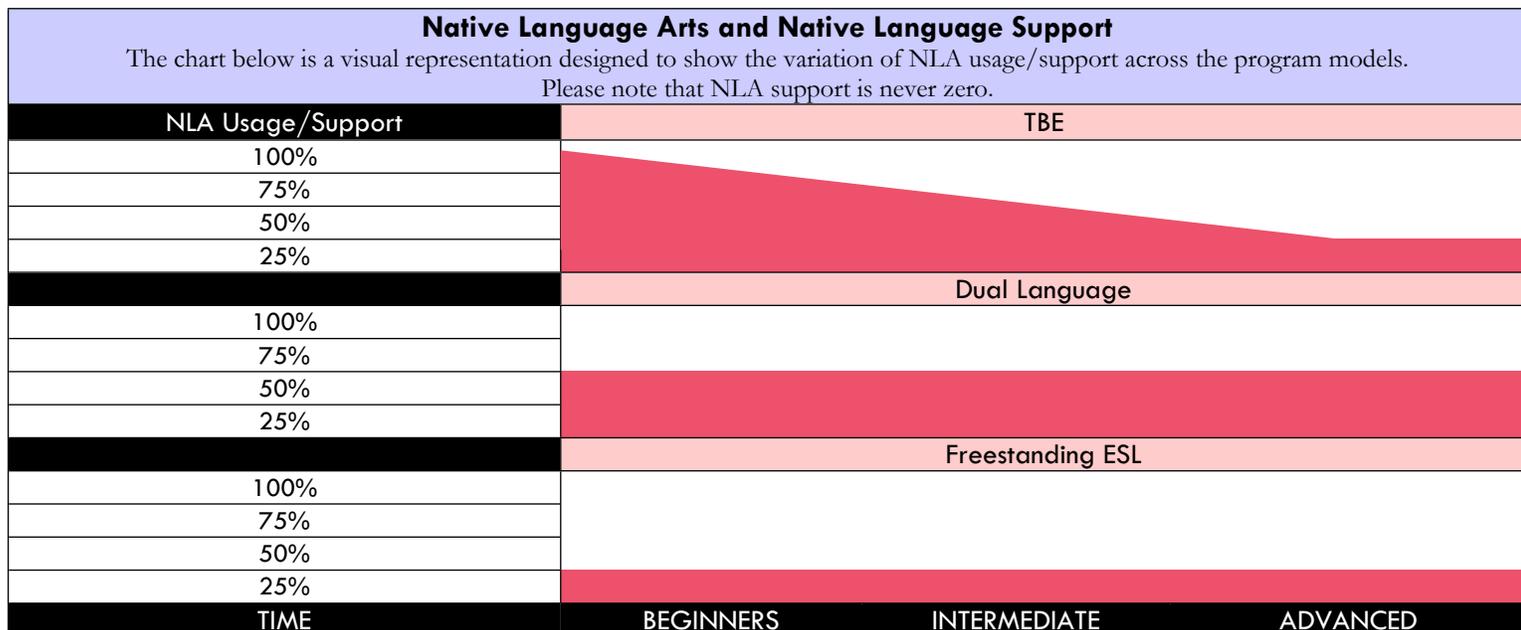
and pair students for team learning. Students will also be encouraged to participate in the ESL After School Academy. The After School Academy provides the students additional help. Students use the following program in the computer lab: My Achieve 3000, which is a reading program, My Access, which is a writing program and Destination Math.

Students who must take the ELA exam after one year and a day will receive explicit instruction, and exposure to word recognition. Teachers will use a variety of visual aids in the classroom. For example: model read and think aloud, model spoken and written language, engage in multiple modalities, use drawings to identify concepts and relationship, make connections to the reading, and will also model how to check for understanding.

Instruction for the students who have been receiving services for four years or more will receive in all content area great exposure to the use academic language. Teacher will provide opportunities to discuss text, model what good readers do when they read, and provide ample opportunity for written response to text. Special Education students must receive the support needed. The teacher will obtain the IEP and all other relevant data, and will implement strategies to better serve the students.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Students will be invited to participate in the After School Academy which meets Tuesday, Wednesday and Thursday from 3-5. All ELLs are invited to participate. The program is taught by four Certified Bilingual Teachers. Students receive instruction in ELA/ESL and Mathematics. We target all students in the ESL/Bilingual program who either needs additional help in ESL/ELA and or Math. The Math Class is taught in Spanish for the Bilingual students and in English for the ESL students. The program starts in October and ends in May. Students who have obtained proficiency in the NYSESLAT, continue, with parents consent, participation in the After School Program, and we continue to extend their testing time when taking state/city exams. For the coming year 2010-11, we are implementing an AIS program to target all ELLs. This intervention period will be in the students' programs. Students are to report to the intervention teacher one period a day twice a week.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The Professional Development Program for all ELL personnel at I.S. 291 will focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development. The professional development will be Infusion of ESL strategies in the content area and Differentiated instruction based on Language Proficiency and Alignment of the balanced literacy model for LEPs with citywide core curriculum. ELLs supervisor and teachers will provide professional development. We examined all the relevant data such as ELA, Math, NYSESLAT, ELE, LAB-R, and Periodic Assessments. Based on our findings we will provide the following professional development menu:

1. Analyzing Data to Drive Instruction,
2. ESL Strategies Across all Content Area
3. Differentiation of Instruction
4. NYSESLAT, the four modalities, Using Various Assessments Tools
5. Scaffolding in the Content Area for ELLs.

In addition, teachers will attend all professional development provided by BETAC and the Office of English Language Learners. We will also have a study group to research updated programs and strategies. Professional books were purchased for this activity. Every school year we conduct an ELL training for all staff including non-ELL teachers. The training gives the non-ELL teachers an overview of the ELLs and strategies one must use when we have them in our classes.

E. Parental Involvement

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

At I.S. 291, we encourage parents to be active participants in their children's learning. Informational workshops are held on a monthly basis based on parent's availability. The workshops include:

1. ELA/ESL standards/ instruction
2. Introduction to the technology based programs such as:
3. My Access, which is a writing program,
4. Destination Math
5. Achieve 3000
6. Promotional criteria for General Education as well as for English Language Learners
7. Component and structure of the NYSESLAT,
8. Helping your child prepare for citywide and statewide assessments.

Parents are also invited and encouraged to come and celebrate their child's achievements in academic and the arts. Such events include special assemblies, performances, culminating activities and holiday luncheons. Brooklyn College provides Art Therapy, Drama. Through Beacon, we provide to the community and especially to I.S. 291 parents, an exercise and dance class twice a week from 5-6p.m.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							11	23	18					52
Intermediate(I)							7	10	16					33

Advanced (A)							10	2	7					19
Total	0	0	0	0	0	0	28	35	41	0	0	0	0	104

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							13	23	13				
	I							16	11	21				
	A							22	9	6				
	P							0	0	0				
READING/ WRITING	B							11	16	13				
	I							18	11	21				
	A							18	9	6				
	P							5	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20	25	11	1	57
7	14	13	1	0	28
8	22	9	1	0	32
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10	7	31	10	12	4	6	1	81
7									0
8									0
NYSAA Bilingual Spe Ed	0		0		0				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	14	17	12	0	1	0	0	46

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	1	12	20	16	0	0	0	0	49
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		06	62	06				

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

To assess students' literacy skills we administer the Academic Language and Literacy Diagnostic (ALLD). This test measures the level of proficiency in the student's language (Spanish) and the instructional level of the students. This assessment is administered to the students who during registration we interview parents and are informed of the students' interruption in their education. The result provide the teachers with the necessary tools to provide differentiation of instruction and provide the necessary support. After careful examination of the results of the NYSESLAT assessment, we found that students in all grades 6-8, showed improvement in the following modalities: Listening and Speaking. The modalities that does not show progress are Reading (comprehension) and Writing. Teachers will have to incorporate more activites in their lessons to address the students' need. To improve reading comprehension, the ESL and ELA teacher will focus on vocabulary development. Teachers will use Rigor and REV it UP to increase vocabulary; students will be engaged in enriched story related writing. Teachers will augment student's vocabulary through the use of Read Aloud. In addition, strategies will be taught to improve fluency and comprehension. These strategies are:visual clues, semantic, syntax clues and character analysis.

The school leadership and teachers examine Periodic Assessment to target areas in which the students have improved and areas in which they need additional support. Areas in which the students need additional support are incorporated across all content areas in order to provide the students with maximum support. English Proficient students are performing comparable to the students in General Education. Nevertheless, we continue to provide support for at least two years. We evaluate the program success by the percentage of students' obtaining proficiency in NYSESLAT, meeting AAMO and also meeting AYP. We also examine and compare the percentage of ELLs students' performance on or above standards in ELA, Math, Science and Social Studies.

Additional Information

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

Grade Six LEP Trend: Over a three-year period from 2008-2010, the percentage of LEP students scoring at Level 1 on the ELA assessment increased from 0.0% to 42% (+42). Level 2 students decrease from 63% to 50% (-13). Level 3 students decreased from 36% to 8% (-28). The analysis of the three-year positive trend in grade six for LEP indicates an increase in percentage of students that scored at Level 1 and a decrease in the percentage of students that moved from Level 2 to Level 3. We will continue to identify instructional initiatives that promote progress in language acquisition and content area skills in order to accelerate LEP student performance.

Grade Seven LEP Trends: Over a three-year period from 2008-2010, the percentage of LEP students scoring at Level 1 on the ELA assessment increased from 1.8 to 75% (+73.2). Level 2 students decreased from 71% to 25% (-46). Students scoring at Level 3 decreased from 27% to 0% (-27). Once again, LEP students indicated did not achieve at Level 4. An analysis of this three-year ELA trend in grade seven for LEP students indicates a decrease in the percentage of students that moved from Level 2 to Level 3 and significant increase in number of students scoring Level 1. Since 75% of our LEP students are Level 2, we will continue to identify instructional initiatives that promote progress in language acquisition and content area skills in order to accelerate LEP student performance.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		