



I.S. 347

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (32K347)

ADDRESS: 35 STARR STREET, BROOKLYN, N.Y. 11221

TELEPHONE: 718-821-4248

FAX: 718-821-1332

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S. 347 **SCHOOL NAME:** The School of Humanities

SCHOOL ADDRESS: 35 Starr Street, Brooklyn, N.Y. 11221

SCHOOL TELEPHONE: 718-821-4248 **FAX:** 718-821-1332

SCHOOL CONTACT PERSON: Dr. John Barbella, Principal **EMAIL ADDRESS:** JBarbel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Alejandro Fernandez

PRINCIPAL: Dr. John Barbella

UFT CHAPTER LEADER: Mr. Jackson Farrell

PARENTS' ASSOCIATION PRESIDENT: Ms. Beronica Cruz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** CFN 208

NETWORK LEADER: Mr. 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
Dr. John Barbella	*Principal	
Mr. Alejandro Fernández, A.P.	Chairperson/Assistant Principal	
Mr. Jackson Farrell, U.F.T. Leader	*UFT Chapter Chairperson or Designee	
Ms. Berónica Cruz	*PA/PTA President or Designated Co-President	
Ms. Ivette Torres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mr. Robert Aviles	Financial Officer	
Ms. Lopez	Secretary	
Ms. Velazquez	Teacher	
Ms. Flor Gonzales	Parent	
Ms. Wendy Vera	Parent	
Ms. Rocksand Goble	Parent	
Ms. Jennifer Alicea	Parent	

(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.

I.S. 347 is a Magnet School of Humanities that believes student-centered education and grouping students in a small supportive environment or three learning communities are the most effective approach to meeting middle school students' needs. These needs encompass physical, psychological, intellectual, social, moral, and the ethical aspects of a students' development. It is comprised of sixth, seventh, and eight grade students.

The study of humanities, which is enriching to all curriculum areas, is a major emphasis, thus nurturing of artistic values and a spirit of creativity permeates the learning process. Teachers use various types of literature to enhance and extend the curriculum. As a result, literary experiences prevail and are comprehensively expressed through art and technology. Teachers work together along with the Academic Coach to determine the most important content understandings and cooperatively develop lessons in order to match the NYS and City Core Curriculum for Social Studies, Mathematics, ELA, Art and Technology Standards. The Workshop model is currently being implemented in all classrooms.

Research identifies three characteristics in every successful middle school literacy program: opportunity, accessibility and acceptability. Students are engaged in a balanced literacy and mathematics programs throughout the day and classes are scheduled and designed to meet the needs of all students. We are also extremely proud of our extracurricular enrichment activities including our Model U.N. and Math Regents Integrated Algebra. Our goal is for every student to meet or exceed the NYS standards in all subject areas.

We are also proud to offer the following:

- Various Special Education programs including ICT in all three grades
- ESL Programs with emphasis on literacy development
- Physical Education and Health Education
- Foreign Language
- Technology and Computer Education
- Comprehensive Art Program and an after arts program which includes dance and theater

Parental and community involvement, with support from the Parent Coordinator, are key factors for advancing student achievement. The following programs with partnerships with other community resources are in effect in our building:

1. PTA workshops
2. Student visits to various senior centers and nursing homes
3. Canned food drives for the homeless
4. Penny Harvest
5. Community outreach programs
6. Art and Dance Community programs such as LEAP program where students create art to be displayed throughout the community including museums and the CAT program for dance
7. Sun of Justice, Inc. Cadet Program on Saturdays for students

Middle school students often need counseling and the advice of an adult in a non-threatening environment; therefore, advisories are programmed as a regular part of each student's program. Students are assigned an advisor who meets with a group of students for a scheduled 45 minute period. Guidance counselors provide professional development for advisors. The Overcoming Obstacles and a special program offered by the U.S. Military called Stay on Track are utilized for the advisory program. An advisory committee has also been established. Members meet including student government designees monthly to discuss the advisory program and other issues related to middle school students. A Positive Behavior Intervention program (P.B.I.S) has also commenced this school year where positive behaviors are acknowledged daily. Our motto is to focus on the positive student behaviors not the negative. Advisory and P.B.I.S. are being integrated this school year.

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 2011-2B - January 2011) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 347 School of Humanities						
District:	32	DBN:	32K347	School BEDS Code:	333200010347		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	√	√	11	
K	4	8	√	Ungraded	12		
1	5	9			√		
2	6	√	10				
Enrollment (As of October 31)	2008-09	2009-10	2010-11	Attendance - % of days students attended:			
				2007-08	2008-09	2009-10	(As of June 30)
Pre-K	0	0	0	90.6	92.2	89.8	
Kindergarten		0		0	0		
Grade 1	0	0	0	0			Student Stability - % of Enrollment:
Grade 2	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	0	0	0	94.6	91.1	94.2	
Grade 4		0		0	0		
Grade 5	0	0	0	0			Poverty Rate - % of Enrollment:
Grade 6	158	178	137	2008-09	2009-10	2010-11	(As of October 31)
Grade 7	188	160	184	89.0	98.3	98.2	
Grade 8		183		197	152		
Grade 9	0	0	0	0			Students in Temporary Housing - Total Number:
Grade 10	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	0	0	0	5	21	19	
Grade 12		0		0	0		
Ungraded	10	7	12				Recent Immigrants - Total Number:
Total	539	542	485	2007-08	2008-09	2009-10	(As of October 31)
37		18	16				
Special Education Enrollment: (As of October 31)	2008-09	2009-10	2010-11	Suspensions (OSYD Reporting) - Total Number:			
				2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	37	33	27	62	62	64	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	28	24	22	23	31	28	Superintendent Suspensions
Number all others		24	32			25	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			

2007-08 0 0		2008-09 0		2009-10 0		(As of October 31) CTE Program Participants	
	0		0		Early College HS Program Participants	English Language Learners (ELL) Enrollment: (BESIS Survey)	
(As of October 31) # in Transitional Bilingual Classes	52	2008-09	57	2009-10	TBD	2010-11 Number of Staff - Includes all full-time staff:	
# in Dual Lang. Programs	0	0	TBD	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	51	53	TBD	51	55	50	Number of Teachers

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:						
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>						
	Basic	Focused	Comprehensive				
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)				
	ELA:		ELA:				
	Math:		Math:				
	Science:		Grad. Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
All Students					
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					
Limited English Proficient					
Economically Disadvantaged					
Student groups making AYP in each subject					
Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>					
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>					
<i>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</i>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

What student performance trends can you identify?

After analyzing our School Progress Report for 2009-2010, the State Accountability Report for 2009-2010, the NYC School Survey, ATS assessment reports and various other data sources we have noticed the following trends:

1. On our NYC school survey for 2009-2010, the entire school population in grades 6-8 identified that our school needed to increase student engagement within the school community. Our results for this survey indicated that our students did not feel engaged in an active and vibrant partnership to promote learning. Only twenty four percent of the student population in grades 6-8 expressed that they felt that their teachers were available to discuss problems they had in class. Only twenty one percent of the students felt that if something was bothering them they could talk to their teachers. In addition our OORS report indicates that there were 64 Principal Suspensions and 28 Superintendent Suspensions that occurred in the school. The most number of suspensions occurred during the month of January. Therefore, it became necessary to address student partnerships and the suspension rates of our student population.
2. According to the State ELA and Mathematic assessments results for the 2009-2010 school year, student performance in all of our self contained special education classes dropped from the previous school year. All nineteen students scored at a level one. The school progress report indicated that in our self contained special education classes 0% showed exemplary proficiency gains or more than one year's progress. However, the SETTS population showed a 20% gain in math and 6.7% in ELA. The ICT population had a 4.2% gain in ELA and 0% in mathematics. The New York State School Report Card for the 2009-2010 school year indicated that in ELA and Mathematics, that the students with disabilities subgroup did not make AYP in either ELA or Mathematics although we still are a School in Good Standing for ELA and Math as indicated for our DOE Accountability Status. Therefore, data indicates that student assessment scores for the special education population in ELA and Math dropped this school year. Therefore, additional supports are necessary to address these students' needs in both ELA and Mathematics.

3. The ELL student population showed on the School Progress report a 48.3% exemplary proficiency gain on the NYS ELA assessment. However in mathematics, they showed a 33.7% exemplary proficiency gain indicating that although the scores dropped in ELA and Mathematics for the ELL population, almost half showed one year's progress according to the NYS ELA exam and one third of these students made one year's progress on the mathematics assessment. On the New York State School Report Card for 2009-2010, the ELL student population made AYP in Mathematics however in ELA, this population did not make AYP for last school year even though our school is still in good standing for ELA as indicated on the DOE Accountability Status Report. Although there was some progress last year, data indicates that the students still need additional supports for academic success because the majority of the ELL population did not score above a level one on these assessments.

4. Not only have we noticed performance trends, we have also noticed a slight increase in parental involvement. Since parental involvement is the key for student success, our school feels that it is necessary to continually address the area of parental involvement. After reviewing the results of the Parent surveys which had a 17% increase in the number of parental participation and attendance sheets from the past 2009-2010 school year such as parent functions including PTA meetings, professional development sessions and Parent Teacher conferences, results were analyzed and it was noted that parent attendance at these functions had increased by at least 3 % yearly for parents in attendance. There was also a 6% increase from 2008-2009 in the percentage of parents who felt that the school adequately communicated information. In addition, parents stated that they felt that professional development sessions were not offered enough during the school day and after school and additional classes have been offered to meet their needs. PTA meetings have been conducted twice a day in both in the morning and evening to accommodate all of our parents. Therefore, it is necessary to continue to make improvements by continuing to notify parents of school activities and to offer parents a variety of sessions both during the school day and after school as well. This year, the SLT will continue to offer parents training in areas they feel address their needs as indicated in the parent surveys.

What have been the greatest accomplishments over the last couple of years?

I.S. 347 is a school which is divided into three smaller communities: The Bushwick, Ridgewood and Starr vertical learning academies. We are a school of humanities that offers a comprehensive curriculum which incorporates academics, the arts and technology. Our technology and library departments have expanded over the past years to adjust with the advancements and changes in our society. A comprehensive advisory program, which enhances learning, discusses adolescent issues and teaches effective conflict resolution skills. In addition, students are rewarded for high academic achievement and positive behaviors including outstanding attendance and this year the initiation of our P.B.I.S. program. We reward the children by celebrating their achievements in awards assemblies and we acknowledge their successes by inviting parents and students for presentations where we share their accomplishments together. Classes as well as students are also rewarded with rewards for exemplary attendance and/or punctuality as indicated by our attendance rates being almost 90% last year. School pride is also important to our members. A school uniform policy is enforced and all students must wear a blue school shirt with school logo embroidery. The faculty is also invited to dress in a school shirt on Fridays.

In prior years, one of our greatest accomplishments was our overall school performance on the NYS Mathematics Examination in all grades. According to the State Accountability Report Card, the students in all grades met AYP in all student subgroups for the 2007-2008 school year and during the

2008-2009 school year in the area of Mathematics. In 2008, the school had made AYP consecutively for two years therefore becoming a school in good standing for mathematics. Last school year, our students decreased due the renorming of the scaled test scores. However, our state status remained the same as a school in good standing. The school progress report for 2009-2010 indicated that 66% of our students showed median growth in their performance on the NYS Mathematics Assessment. 100% of our mathematics teachers utilize data to drive their instruction therefore the outlook for student progress for this upcoming school year seems promising.

According to our NYS report card for the school year 2007-2008, all student sub-groups made adequate yearly progress as evidenced by the New York State ELA examination. In 2008 – 2009, the NYS report card indicated that all subgroups made AYP as well. Therefore, this allowed for the school to become a school in good standing in ELA. We also feel that this year student progress will increase in ELA because 100% of our ELA teachers utilize data to drive their literacy instruction.

During the 2009-2010 school year, one of our school accomplishments was to identify 17 students in grade 8 who showed exemplary mathematics skills. This resulted in an accelerated math class that was formed in our school. All 17 students took the Integrated Algebra Regents examination and passed the exam earning them high school credits in this subject area.

Our school over the past few years has participated in the Model U.N. program where students have competed in debate where students were able to utilize exemplary communication skills. The students participated and were acknowledged for their commendable performances over the years. Last year, selected 8th grade classes participated in a theater program provided by the Brooklyn Arts Council with a culminating event in June. The 7th grade participated in an art program provided by the same council. This grant that was obtained allowed for the students to be creative and express their artistic abilities. Visual Arts classes collaborated with arts organization L.E.A.P. – Learning through an Expanded Arts Program to originate a public work of art for display in Union Square and a community park. The process included studying works of art, developing ideas through drawing and transforming a cafeteria table to reflect student concerns on local, national and global concerns. The work was celebrated and well received by various media outlets.

Our school was also selected to participate in a history program where our 6th and 7th grade teachers attended workshops pertaining to social studies concepts. The students were then invited to present their multimedia projects at the Intrepid Museum in New York City. The students were extremely proud of their presentations and finished work products.

What are the most significant aids or barriers to the school's continuous improvement?

In order for the school to continuously make improvement over time, various aids have been utilized. We provide differentiated professional development based on the students and educators needs that have been identified through needs assessments and professional learning community audits. School leaders provided sessions that the teachers in fact were eager to attend. Professional development continues to be provided based on the needs and interests of the staff members. In addition to our quality professional development activities, we also have employed coaches in the literacy, mathematics and special education departments. This school year the IEP teacher provides PD for Special Education Teachers and we have a mathematics/data coach. These positions have become important for all pedagogy. They assist the teachers and facilitate professional growth through modeling and providing assistance in designing and implementing the curriculum. The data coach

provides our teachers with training on utilizing all data sources available to the school such as Acuity, ARIS, State reports, ATS assessment reports and our own in-house data base. Teachers have common planning time during departmentalized meetings, academy meetings and after school professional development sessions. Teachers are also given opportunities to collaborate with one another during these after school professional development sessions. Common Planning and the utilization of teacher teams have enabled the teachers to plan according to individual student needs. They also allow for the integration of skills throughout the four core content subject areas. The teachers are given opportunities to share their ideas regarding their Electronic Teacher Assessment Notebooks (TAN books) and to receive assistance with how to prepare and utilize their TAN books to provide differentiated instruction.

According to national regulations, this year the school has been working on integrating the common core national standards into the curriculum in ELA and Mathematics. Our pacing calendars are being updated to include the implementation of the required common core standards 1st year implementation.

We have also encountered obstacles in regard to the school's continuous improvement. Parental involvement is necessary for student achievement to occur. We have provided many opportunities for parents to become involved in their children's education. We employ a Parent Coordinator who assists the parents on a daily basis. Technology workshops are offered and the PTA holds meetings where workshops are offered on adolescent issues and health issues. Workshops given by the Parent Coordinator on ESL strategies and computer literacy skills are also offered to parents. Parents are also invited to celebrations for academic achievement and are invited to attend special assemblies. Parent retreats are also offered to parents on parenting and academic skills. These retreat allowed for parents to learn how to assist their children academically. Over eighty parents attended our retreats last year which was given at a local catering hall in the neighborhood. Because it has become apparent that many students do not receive help with their homework in the home environment leading to unfinished assignments, we predicted that these past training retreats will be beneficial to the students academically. However, it is our goal to continue to increase parental involvement within the school. Many exciting opportunities are offered to our parents and attendance at PTA meetings and other school based sessions continue to improve yearly as indicated by the attendance sign in sheets last school year and completed parent surveys. The surveys indicated that communication between parents and the school environment is improving. We anticipate that the Parent notification letters will continue to be distributed and posted in a timely manner and in the languages of our parent community. In addition, community flyers of school based activities in all languages will also be posted around the community as well. Therefore, it is anticipated that this school year attendance at these functions will continue to increase.

Building space and lack of classroom space has also been a barrier for student achievement at I.S. 347. Since we have to share space with another school, classrooms have often been crowded and many teachers must travel to teach the students leaving the teachers without their own classrooms. However this school year, we anticipate that this will no longer be a problem because the enrollment in the school has decreased slightly. Many supplemental activities are provided during classroom time where it sometimes increases the noise level in many rooms. In addition, our school houses a large number of ELL and Special Education students. They enter the school not meeting or exceeding the New York State Standards, therefore, directly impacting the overall school performance on standardized assessments. However, many additional supports are provided to these student populations and we are optimistic that their academic performance will increase as a result.

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.

- 1. By June 2011, the school will implement a Positive Behavioral Intervention System to improve student behavior and increase academic and social achievement as evidenced by an increase from 6.1 % to 7.1% for the overall school environment category calculated score on the School Progress Report.**

Description: After conducting our needs assessment with the School Leadership Team, it was found that students needed to develop positive attitudes towards learning. Data indicates that last school year; there was a need to improve in the area of student engagement. The School Survey report for the 2009-2010 school year indicated that students did not feel as though their school provided them with opportunities to become involved. Therefore the SLT determined that addressing positive student behavior and acknowledgement for increased academic and social achievement should become a priority this school year.

- 2. By June 2011, 3% of the Students with Disabilities and ELL student populations who did not meet the benchmark on the New York State ELA assessment in 2009-2010 will demonstrate improved performance as evidenced by an increase in level 1 to level 2 mastery on the New York State ELA assessment.**

Description: After conducting our needs assessment with the School Leadership Team, it was found that many of the Special Education and ELL student populations did not meet the benchmark on the New York State ELA assessment this year. There was a decrease in the amount of students who performed last year at level 2 and more of these students as a whole scored a level 1 on the New York State ELA assessment. Therefore, the SLT determined that improving these students ELA abilities should become a priority for this school year.

- 3. By June 2011, 3% of the Students with Disabilities and ELL student populations who did not meet the benchmark on the New York State Mathematics assessment in 2009-2010 will demonstrate improved performance as evidenced by an increase in level 1 to level 2 mastery on the New York State Mathematics assessment.**

Description: After conducting our needs assessment with the School Leadership Team, it was found that many of the Special Education and ELL student populations did not meet the benchmark on the New York State Mathematics assessment this year. There was a decrease in the amount of students who performed last year at level 2 and more of these students as a whole scored a level 1 on the New York State Mathematics assessment. Therefore, the SLT determined that improving these students' mathematics abilities should become a priority for this school year.

- 4. By June 2011, the Math and ELA departments will incorporate aspects of the common core practice standards in ELA and Mathematics as evidenced by an increase in 10% of the curriculum maps containing the common core standards.**

Description: After conducting our needs assessment with the School Leadership Team, it was found that the current curriculum maps needed to contain the new common core practice standards which will begin to be implemented this current school year as suggested by the Department of Education. Therefore, the SLT determined that the curriculum needed to be updated to contain these common core standards.

- 5. By June 2011, parent involvement will continue to increase an overall average of 3% in the areas related to: attendance at PTA meetings, parent workshops, parent teacher conferences and special events specifically designed for our parents as measured by sign in attendance sheets.**

Description: After conducting our needs assessment with the School Leadership Team, it was found that parental involvement continues to improve steadily year by year. The team believes that this is due to the increased focus that the school has dedicated to our parents. Therefore, the SLT determined that we need to continue focusing on parental involvement this school year.

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): Behavioral Management

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the school will implement a Positive Behavioral Intervention System to improve student behavior and increase academic and social achievement as evidenced by an increase from 6.1 % to 7.1% for the overall school environment category calculated score on the School Progress Report.</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>Professional Development: PD will be provided by the team members at the beginning of the school year. During the summer, three teachers and administrators will create a behavioral plan based upon researched based materials. This plan will be implemented school wide. Additional professional development will be provided by the team during faculty conferences and academy meetings. The professional development will be ongoing throughout the school year.</p> <p>Target Population: All Students (6-8) including SWD and ELLs and all teachers and administrators</p> <p>Data implementation: The teacher team of 3-4 teachers and administrators will conduct needs assessments both in the beginning and mid school year. Students will fill out a mock Learning environment survey in the beginning of February to assess if the program has increased their feelings of engagement within the school. Student suggestions will be addressed accordingly. At the end of the year, the student, parent and teacher surveys will be completed and analyzed.</p> <p>Creation of a Positive Behavioral Plan: A maximum of three teachers and administrators will create a behavioral plan during the summer prior to the onset of the school year. This plan will consist of:</p> <ol style="list-style-type: none"> 1. Positive and Negative Consequences 2. A token economy 3. Behavior management consistency from all teachers 4. Administration evaluation of program implementation during walkthroughs and observations 5. Ongoing Professional Development 6. Student input – Conducting a needs assessment for students in June, 2010 to obtain information from students as to their expectations for next year. 7. Utilizing the Needs assessment to create incentives for positive behaviors from the students.

	<p>8. Functional Behavioral Analysis and Behavior Intervention Plans</p> <p><u>Responsible Staff Members:</u> Teacher Team Members, All pedagogy and Administrators</p> <p><u>Implementation Timeline:</u> July, 2010 – June, 2011</p> <p><u>Follow Up:</u> During professional development sessions and school wide meetings, teachers will share their experiences using the program. Success with the program will be analyzed according to student behavior in the school and their responses on the mock student surveys administered in February and entire school responses on the School survey from staff, students and parents at the end of the school year.</p>
<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>We are implementing a new teacher team to develop the Positive Behavioral Intervention System. Fair funded tax levy funds,(\$3000.00), is being utilized to pay teachers during the summer break. This will provide teachers with 60 hours for preparation of the program.</p>
<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>Initial Indicator September 2010:</u> Program PD with the staff will begin the first Staff Development day in September. A needs assessment was conducted in June 2010.</p> <p><u>Midterm Progress Point – November 2010:</u> Team Teachers will be asked to share positive and negative aspects of the PBIS plan. Changes will be made if necessary.</p> <p><u>Half Year Progress Plan – February 2011 –</u> A mock student survey will be conducted to assess the plan through the student responses on this survey. Changes to the plan will be made again according to the student responses on School Engagement.</p> <p><u>End-Term Progress Point – June, 2011:</u> Evaluation of entire program including the 8 students involved in the case study.</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): ELA – Students with Disabilities and ELL Students

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 3% of the Students with Disabilities and ELL populations who did not meet the benchmark on the New York State ELA assessment in 2009-2010 will demonstrate improved performance as evidenced by an increase in level 1 to level 2 mastery on the New York State ELA assessment.</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>Professional Development: IS 347 will provide professional development in the areas of Acuity, Success maker, student portfolios, mastering the workshop model methodologies, common core practice standards for ELA, student goals, item skills analysis, specific strategies used by our Special education staff members, Q-TEL, Exc-ELL and TPR strategies, differentiation of instruction, and research based proven ELA strategies. Staff development will be provided by the CFN, Assistant Principals, IEP Teacher/Special Education Coach and our special education and ESL specialists from the CFN and pro-traxx which is affiliated with the Department of Education.</p> <p>Target Populations: Teachers servicing the SWD &ELL population and ELL and SWD students</p> <p>Data implementation: In the beginning of the 2010-2011 school year, all students will be given a quick assessment to establish a base line. Each teacher will be responsible for analyzing the results based on their student’s strengths and weaknesses in all skills necessary for increasing their proficiency level on the New York State ELA exam given in May. Teacher teams will be set up for analyzing data during common planning sessions. Teachers must submit a summary of student’s progress periodically. Throughout the school year student work will be collected and analyzed in our instructional cabinet meetings.</p> <p>Strategies being implemented: Many research based strategies will be implemented such as: QTEL, Exc-ELL and TPR for ELLs and various strategies which are successful for Special Education students such as Stop and Jot, Graphic Organizers/Thinking Maps, Use of Highlighters, RAFT, Chunking, Prompting for questioning techniques, Modeling, Mnemonics, Interactive Vocabulary, Text Interaction strategies, use of leveled texts, Reciprocal Teaching, Clarifying, VAKT strategies, ICT models, etc.</p>

	<p><u>Responsible Staff Members:</u> Assistant Principal in charge of ELA/ELL and Special Education, Data Specialist, Special Education Coach, Special Education and ELL Teacher Teams</p> <p><u>Implementation Timeline:</u> September, 2010 – June, 2011</p> <p><u>Follow Up:</u> During professional development sessions, and departmental meetings, teachers will share their best practices, strategies that were successful, student work and progress. Administrators will also visit classrooms to monitor teachers and students progress. Constructive feedback will be given as needed.</p>
<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>Funding for PD of ELL and SWD staff is being taken from Title I, Title III, and fair Funded TL allocations.</p>
<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>Initial indicator on start of school year 2010:</u> through the quick assessment a baseline will be established and the data was analyzed. From this data individual goals were set.</p> <p><u>November 2010:</u> Teachers will analyze the results of the ITA in November. New goals will be set and action plans will be developed.</p> <p><u>End of year 2011:</u> Teachers will analyze the results of the NYS ELA test, ITA, and NYSESLAT and student portfolios</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): Mathematics – SWD and ELL

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 3% of the Students with Disabilities and ELL student populations who did not meet the benchmark on the New York State Mathematics assessment in 2009-2010 will demonstrate improved performance as evidenced by an increase in level 1 to level 2 mastery on the New York State Mathematics assessment.</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>Professional Development will be given in the areas of using: the Interim Assessment, use of student data from formal and informal assessments for goal setting, analyzing quantitative data to distinguish strengths and weaknesses of all students according to performance indicators and to show continuous progress, implantation of differentiation in lesson planning based on the student’s Individualized Educational Plans goals and utilizing special education strategies for math in the classroom which will be demonstrated by the Special Education Coach/IEP Teacher. Professional development will be provided by Math Coach, administrators, I.E.P. teacher/Special Education Coach and other external sources when necessary.</p> <p>Data Implementation: Coaches and other instructional team members will train teachers in the use of student data. This will include providing all teachers with a student database through Microsoft Access that will include both English Language Arts and Mathematics results from the past 5 years to analyze the data individually and by the entire class. Teachers will be allowed to use this database to focus on individual student needs, and the monitoring of student progress. Teachers will be facilitated in discussions of the students’ progress and strategies for student improvement during formal and informal observations. Teacher Teams will be set up and they will meet during common planning sessions.</p> <p>Target Population: Teachers of SWD and ELLs and ELL and SWD populations</p> <p>Responsible Staff Members: Assistant Principals of Math, ELL and Special Education, Coaches, Staff Developers (both internal and external), Data Specialist</p> <p>Strategies: We will differentiate instruction for all students by using research based techniques modeled by our Mathematics coach and provided to our staff members through professional development for all staff members involved. Special Education teachers will utilize specific strategies such as modeling, repetition, use of manipulatives, VAKT, foldables, use of transition vocabulary, step by step procedures, use of acronyms,</p>

	<p>exploratory lessons, Cloze strategies for math, and the Frayer model. Additional Q-TEL strategies and the SIOP Model will be utilized for the ELL students. Students will be monitored on their progress through custom made exams created using acuity.</p> <p><u>Implementation Timeline:</u> September, 2010 – June, 2011</p> <p><u>As a follow-up-</u> Math Coach and I.E.P. teacher /Coach will hold a weekly impact meeting with all Special Education, I.C.T. teachers and ELL Math Teacher. Teachers will share student progress and collaboratively work together to analyze qualitative data including student portfolios, journals, the use of task specific rubrics, and unit projects. Based on our findings, we will alter and/or implement new strategies as needed.</p>
<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>The following allocations sources will, TL Fair Funded and Title I, will be used to fund the action plan. Coaches and supervisors will provide PD opportunities during the school day. Additional funds for per session activities will also be scheduled from the aforementioned funding sources.</p>
<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>Initial Indicator September 2010:</u> A pre unit assessment will be administered the first week of September in order to assess what performance indicators the students can recall from the previous year's post-march standards.</p> <p><u>Midterm:</u> A monthly assessment will be created for all grades based on the pacing calendar. This assessment will be administered in the beginning of the month and also at the end of the month in order to view student progress. Students will also be monitored by their progress by the use of Acuity.</p> <p><u>End-term:</u> A final unit assessment will be administered to all students to assess the strengths and weaknesses including all strands based on the mathematics standards. Student progress specifically in the number sense and operations strand will be monitored through Acuity.</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): ELA and Mathematics curriculum development

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the Math and ELA departments will incorporate aspects of the common core practice standards in ELA and Mathematics as evidenced by an increase in 10% of the curriculum maps containing the common core standards.</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>Professional Development: PD will be given in the areas of Common Core Practice Standards in ELA and Math. In the beginning of the school year, during the Professional Development Day before school begins, teachers will receive training on these standards prior to the onset of the school year. Throughout the school year during departmental meetings, faculty conferences, and academy meetings, PD will be given to teachers on the standards and how to incorporate the standards into their teaching practices and lesson plans.</p> <p>Target Population: ELA and Mathematics Teachers</p> <p>Responsible Staff Members: Assistant Principals in charge of ELA and Mathematics, Coaches, Staff Developers (internal and external)</p> <p>Implementation of the Core Curriculum Standards: During late July of 2009, coaches and administrators will receive training on the core curriculum standards in ELA and Math. Following training on the standards, a maximum of (4) teachers (2 for ELA and 2 for Math) will begin writing units that incorporate the standards presented in the trainings. Assistant principals will monitor the writing and provide turn- key training. Once the initial units have been planned, teachers will begin using the standards in their teaching practices following the new unit designs. Throughout the year during common planning, departmental meetings and teacher team work sessions, additional teams will be incorporated to create additional units of study. Administrators will conduct focused walkthroughs and observe teachers incorporating these common core practice standards in their lesson delivery. Throughout the school year, teachers will share their thoughts and successes with the implementation of the units containing the standards. Teachers will also receive additional training from external and internal PD sessions throughout the year.</p> <p>Implementation Timelines: July, 2010 – June, 2011</p>

<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>Curriculum development activities will be funded with the regular Fair Funded Tax Levy and Title I funding that is provided for teacher, coach and supervisor salaries. Workshops will take place during faculty conferences, grade and academy meetings, teacher team meetings and common planning sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial indicator September 2010: Teachers will receive initial training about the common core practice standards. Teachers will begin planning utilizing the initial units designed during the summer of 2010. Midterm Progress Point – November, 2010: Teacher Teams will create new units incorporating the common core practice standards. Teachers will create individual lessons incorporating the standards. Administrators will assess teachers on their implementation of these standards. End Term Progress Point – June, 2010: Administrators and teachers will assess the curriculum maps that include common core practice standards and will continue to monitor student progress with the new standards in both ELA and Math. Revisions of curriculum will be conducted at the end of the year based on student academic performance.</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): Parental Involvement

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, parent involvement will continue to increase an overall average of 3% in the areas related to: attendance at PTA meetings, parent workshops, parent teacher conferences and special events specifically designed for our parents as measured by sign in attendance sheets.</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>Parental Correspondence: With the cooperation and assistance of the Parent Coordinator and Guidance Department, our school will continue to reach out to parents via phone calls and letters. Letters will be written in the languages our parents speak as indicated on the Home Language Survey forms. In addition, notification of parent meetings and community events offered in the school will be posted around the community in various businesses (with permission). The Family worker will also visit homes where the telephone numbers are not in use. This will ensure that parents are informed across the community of meetings and school offerings and the dates of these events. They will of course be posted in both the English and Spanish languages since these are the dominant languages spoken.</p> <p>Professional Development: With the cooperation and assistance of the Parent Coordinator and Guidance Dept., parents will continue to be offered a variety of classes and workshops to help assist with adolescent issues such as conflict resolution and to provide their children with the necessary skills to monitor their child’s academic performance at home such as homework assistance, etc. ESL and computer classes will be held in the school and parents will be offered the opportunity to expand their knowledge of English and Computer literacy skills. Classes will continue to be offered in the morning and evenings during the school year. Two Parent Retreats will also be held this year as in past years since parent attendance has increased dramatically at these events. These retreats will discuss adolescent issues such as substance abuse, violence prevention, common core practice standards and parenting skills. Parents will also attend science workshops offered through the Urban advantage program that is currently in place in our building. These workshops will be ongoing throughout the year.</p> <p>Use of the Computer Laboratory and Parent Library: With the cooperation and assistance of the Parent Coordinator and Guidance Dept., parents will be continue to be able to utilize the computer laboratory and parent library. The computer rolling laboratory will be available to parents in a sign up fashion and they will be able to use these computers for various purposes. Parent computer training will continue to be offered on how to search the internet and how to use various programs such as Microsoft Word and Excel. Learning such programs will provide parents with necessary computer skills needed today for gaining employment. The library will allow</p>

	<p>parents to borrow books about a variety of subject matters relating to raising a middle school student in today's society. Additional learning materials will continue to be purchased for the parent library.</p> <p>Responsible Staff Members: Parent Coordinator, PTA Board Members, Guidance Counselors, Family Worker and Administrators</p> <p>Target Populations: All Parents of students at I.S. 347</p> <p>Implementation Timeline: September 2010 – June 2011</p>
<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>Funding for parent Involvement activities will be taken from the 1% Title I set aside for parent involvement, Title I, and fair Funded TL allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial indicator- September 2010: Parents will attend a parent orientation with the parent coordinator and will sign up for various training sessions at this meeting. These sessions offered will be based upon the parent surveys conducted at the end of the 2010 school year,</p> <p>Midterm – November 2010: Attendance at workshops will be analyzed by the SLT and strategies to increase parent attendance will be brought forth. Postings around the community and letters home will continue as well as the parent coordinator telephoning parents about these events.</p> <p>End-term - June 2011: Reevaluation of parent involvement for the current year. At the last few SLT meetings, the team will discuss this year's strategies and progress.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, 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, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	50	55	15	25				
7	65	45	10	10				
8	50	40	15	25				
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>During the school day, we have one full time AIS teacher pushing in and pulling out all three grades assisting our level one and two students. These students are given a reading assessment to determine what reading level they are presently at. These students are also mandated to attend our extended day program three days a week. We also have an afterschool program twice a week to assist our students in preparing for the New York State ELA exam.</p>
<p>Mathematics:</p>	<p>During the school day, we have several part time teachers pushing in and pulling out all three grades assisting our level one and two students. These students were given a pre assessment in the beginning of the school year to determine the skills that they are lacking. These students are also mandated to attend our extended day program three days a week. We also have an afterschool program twice a week to assist our students in preparing for the New York State Math exam.</p>
<p>Science:</p>	<p>During the day, we have one part time teacher pushing into two eighth grade classes to assist in preparing our students for the New York State Science exam.</p>
<p>Social Studies:</p>	<p>During the day we have one teacher pushing into our sixth, seventh and eighth grade ESL classes when they are scheduled for social studies instruction. The teacher assists our ESL students with reading comprehension skills, academic vocabulary and processing skills pertaining to Social Studies curriculum.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our two counselors provide our at risk students with counseling. These sessions are provided on as need basis and sessions continue according to needs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Our school psychologist provides our at risk students with counseling. These sessions are provided on as need basis and sessions continue according to needs.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Our Social Worker provides our at risk students with counseling. These sessions are provided on as need basis and sessions continue according to needs.</p>

At-risk Health-related Services:

--

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. Instructional Program

Our freestanding ESL program serves one hundred three (103) students. We have three teachers in the E.S.L program. E.S.L is an integral part of our school. Our E.S.L programs have 3 E.S.L certified teachers. The amount of time dedicated to each student is dictated by the proficiency levels of the students. For our after school program we are proposing a program that targets specific E.S.L needs such as language acquisition and remedial reading and writing for our SIFE students. Our program will also address specific needs of ELL's who have been receiving services for a number of years and still haven't been able to pass the NYSESLAT. We will be working with all ELL's in grades 6-8. We will be using the Achieve 3000 program and other programs that will be useful to our students. We will have two E.S.L teachers work with our students. Our program will be three times a week for the duration of approximately 23 weeks starting in the first week of November of 2010 and ending in the middle of April right before the NYSESLAT. The language of instruction will be English.

For additional support we have an experienced Bilingual certified administrator that organizes and mentors the teachers who are working with the English language learners. This supervisor will also continue his work in the after school programs. He will only work with the specific ELL population. Our goal is to assist both teachers and students of ELL's.

II. Parent/community involvement:

Once a child has been identified as an ELL from the Home Language Survey, all parents are invited to an initial parent orientation where the parent is interviewed by the ESL coordinator. The parent coordinator also holds a workshop for parents who are new to the community and/or country to inform the parents about their child's instruction, and the various programs offered to the students within the NYC public school system. The parent helps to make the decision about which program would best meet their child's needs. The programs of the school are then presented to the parent and if the parent feels that the school doesn't have a program that would benefit their child, they are offered an alternate placement. In addition to the first orientation meeting, meetings are scheduled regularly by the school to inform the parents of the happenings within the school and their child's program. The administration and parent coordinator are present at these meetings to inform the parents of the curriculum and various school issues. Together, we work with the parents to provide all students with quality educational programs that meet the needs of the students.

School trips are planned (Spanish Repertory) so that students and parents have the opportunity to enhance their learning. Trips have become a vital part of our teaching since students are exposed to the theatre and other cultural experiences. Our purchase of software has also given the students additional time to learn English skills. We have purchased a program that meets the needs of the different levels of E.S.L., *Achieve 3000* that will be used during after school, and regular school periods. Our teachers have gone to training and believe that this program will aid our students in English. *Achieve 3000* is an excellent program that differentiates lessons but does not make students feel like they are still in elementary school. Our school has purchased this program. We believe using it both during school time and after school will target the academic issues that our ELL's have.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

For Project Jump Start, we are offering an orientation at the beginning of September for the parents of ELL students. During the orientation, parents will become informed about the curriculum being utilized. They will meet their student’s teachers, take a tour of the classrooms and facilities, and become familiarized with the ELL program. The parent coordinator will be present to answer any questions and will offer assistance about their child’s individualized educational program.

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.

As a staff, we work together to establish an equitable curriculum for our Ell’s. We have recently received ELL support from a specialist who offered staff development to our teachers using the *Achieve 3000* program. In this professional development session we learned how to implement scaffolding strategies into our teaching (via the program).The specialist visited our individual issues and offered support to the teachers being trained. Members of our administration and staff are also in partnership with other schools. We are also planning to visit other schools and see the balanced literacy Ell model. These services were purchased by the school or are funded by grants.

The diverse trainings and workshops that we have been part of have given us the opportunity to work closely as a staff. On school professional development days we work together to develop lesson plans that suit our Ell’s. Rigorous test practice skills and the concentration of all ELL learning modalities have been our pursuit. We have also adjusted the teaching programs so that our teachers have the opportunity to work closely and plan accordingly.

Section III. Title III Budget

School: I.S. 347 BEDS Code: 333200010347

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Professional staff, per session, per diem (Note: schools must account for fringe benefits) 	\$13,969.26 (tch.) \$3654.70 (sup) Total: 17,623.90	After school program (Including Employee Benefits) (Teachers * Sessions*Hours*Rate* (2) (70) (2)(49.89) = 13,969.20 Supervisor for Instructional Program (Supervisor *Sessions*Hours*Rate (1) (35) (2) (52.21) =3654.70 Other Supervisor expenses at school cost
<ul style="list-style-type: none"> Purchased services such as curriculum and staff development contracts 	At school or grant cost	Achieve 3000
<ul style="list-style-type: none"> Supplies and materials 	At school cost	(Everything else at school cost)

		classroom libraries, supplies such as charts, paper etc.
Travel	\$1436.00	Cultural trips such as Spanish Repertory for Students and Parents
Other		
TOTAL	\$19.059.90	Total Expenses

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<p><i>Saturday Instructional Academy (including employee benefits)</i> <i>(Teachers)*(Sessions)*(hours)*(rate)=(1)(70) (2)(49.89) =13.969.20</i></p> <p><i>Supervisor for Instructional Program</i> <i>(Supervisor *Sessions *hours*rate (1) (35) (2) (52.21) =\$3654.70</i> <i>Other supervisor expenses at school cost.</i> <i>Total: \$17,623.90</i></p>
<i>Code 16 Support Staff Salaries</i>	<i>At school cost</i>
<i>Code 40 Purchased Services</i>	<i>ELL training will be provided in the school to provide professional development to the teachers At school cost</i>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 45 Supplies and Materials</i>	<i>Supplies such as charts, paper etc.(At school cost)</i>
<i>Code 46 Travel Expenses</i>	<i>Cost for Transportation for cultural trip to Spanish repertory</i> <i>\$1436.00</i> <i>TOTAL EXPENSES: \$19.059.90</i>

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.

According to the number of students enrolled at I.S. 347 who have parents who are either Bilingual or Non-English speakers, it was found that it was important and also necessary that our parents of not only English Language Learners but other students as well need the use of translation services both in written language and of oral interpretation. Upon entrance into the Junior High School, parents are asked to fill out a Home Language Survey to inform the school as to the needs of the students as well as the parents. From the information provided, parents are asked to fill it out (the form is offered in a variety of different languages including Spanish and English) and this information describes the language used in the home environment. Also, during the Parent Orientations at the beginning of the school year, the parent coordinator assesses the needs of the parents including the language differences. It is through these methods that we acquire the knowledge of our parent translation needs.

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.

We find it important for our parents to be aware of our school curriculum and current Chancellors regulations. Corresponding with parents is vital to the education of the students at I.S. 347. It was found through the data obtained, that parents at I.S. 347 were in need of translation services for both written and oral communication. Parents need all written correspondence to be written in different languages. Due to the number of parents who responded that they spoke and read only Spanish or mostly Spanish, it is necessary for the school to provide written and oral correspondence with parents in the Spanish Language. It was also found that translation services need to be provided in the Tibetan, Polish and Arabic Languages as well.

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.

I.S. 347 will provide parents with the translation of all letters of correspondence throughout the year, translated school curriculum, and translated school documents such as the C.E.P., Language Allocation Policy, Parent School Compact, Title I notification letters, SINI notification letters and the C.R. Part 154. By providing such translated documents, we are informing parents of what our goals and objectives are for their child's education. We are also providing vital information to them such as notification of school holidays, half days and of important meetings, activities and successes of their child's school therefore their child's education as a whole.

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.

Despite the fact that some documents and videos are available for parent workshops, there is limited communication between parents and educators in the school environment. This is due to the language barrier that exists, particularly in Tibetan, Polish and Arabic. We need the participation of parents. In our finding, we concluded that we need interpreters that will facilitate their comprehension. This will also enable the parents to have the opportunity to communicate their needs to the school staff and especially their student's teachers.

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>.

Translation services are provided and documents prepared in accordance with Section VII of Chancellor's Regulations A-663. During the 2010-2011 school year, these services will continue and additional services will be provided to parents of English Language Learners. We plan to fulfill this requirement by providing the parents with translations both orally and written. Parents will be involved during workshops and meetings. They will be offered parent training and will also be included in all school activities.

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:	\$676,554	\$18,158	\$694,712
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6,766	\$ 182	\$ 6,948
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 14,200	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100%_____

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.

* 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.

I. General Expectations

I.S. 347 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

I.S. 347 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Through correspondence of letters (in all languages of our parents) inviting them to participate in planning meetings for the development of the parent involvement plan

- Creating flyers (in all languages) reminding parents of the meeting dates
- Placing the date on the monthly calendar that is given to each parent monthly by the school's parent association
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Employ a Parent Coordinator in the school to help create a more welcoming environment for parents.
- Creating a subcommittee of the parent association for this purpose.

I.S. 347 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Informing them of school status through letters in all languages of the parents.
- Translating CEP, LAP, etc in all languages so parents can review them and be notified of the school's actions for improving academic progress.
- Inviting parents to monthly meetings to discuss the school reforms and progress of the children in the building (translators to be present in all languages).
- To offer a flexible number of meetings at various times, and if necessary, providing the funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Employ a Parent Coordinator in the school to help create a more welcoming environment for parents.

I.S. 347 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Planning workshops for all parents about different learning styles
- Provide workshops to parents providing training in the following areas:
 1. Core subject area strategies
 2. ESL strategies
 3. Computer Literacy
 4. Strategies in assisting their children on Standardized tests in Reading, Mathematics and other core subject areas.
 5. Offering ESL classes to parents in the evening
 6. Offering parent workshops on adolescent issues pertaining to the Middle School child

These strategies will assist the parents with homework strategies, project based learning and preparing for standardized testing.

- Inviting parents and providing the opportunities for them to attend workshops throughout the city and providing them with transportation, child care expenses etc.
- Having workshop presenters on a variety of subjects such as conflict resolution, adolescent issues, bullying etc. so parents can learn strategies to help their children emotionally, therefore improving on student achievement.
- Offering parents opportunities to become computer literate through computer courses.
- Providing the Parents Association with an appropriate room and equipment to help make the committee successful.

I.S. 347 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [such as: Reading First, Parents As Teachers], by:

- Employing a parent coordinator to inform parents about other agencies that can assist them with their child's development and learning.
- Inviting these organizations to the school to discuss their programs with parents.

I.S. 347 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Conducting an evaluation of the parent involvement policy with the parent association with the assistance of the building administrators by offering a needs assessment questionnaire to parents in all languages where they assess the plan yearly. Parents decide which programs are effective and which need improvement.
- Parents will meet after the questionnaire is returned and will decide on new activities for next year, along with the school administrators and parent coordinator and the plan will be revised as necessary.

I.S. 347 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: providing parents with workshops on literacy throughout the school year at parent association meetings and offering parents incentives to attend, offering an evening class to parents on how to use the computer as a learning tool and by inviting parents to attend special literacy functions that their children are involved such as spelling bee, poetry contest, literacy shows, etc.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: holding parent teacher conferences twice a year, holding a meet the teacher day for each grade, providing training to teachers on how to communicate with parents effectively, informing parents of their child's progress regularly and involving parents in planning school activities for the students.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more

fully participating in the education of their children, by: employing a parent coordinator to work with parents and to involve the community resources available to parents through pamphlets, workshops, and school meetings, holding meetings at the local library to provide parents with resources to help their children with research based assignments and activities, creating a parent resource library within the school on adolescent and educational issues.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by providing parents with letters and flyers in all languages of the parents, putting correspondence in school calendars, posting all information in the parent and parent coordinators offices, by informing teachers to correspond with parents and to inform them of the resources within the school and community.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Mr. John Barbella, Principal. This policy was adopted by the I.S. 347 School Leadership team in June of 2010 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the start of the new school year in September.

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.

I.S. 347, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

I.S. 347 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - Providing students with researched based curriculum such as America’s Choice, Teacher’s College (Balanced Literacy) and Impact Math, etc.)
 - Providing students with additional services if required (Level 1 or 2) such as AIS services.
 - Providing the students with an effective advisory program
 - Providing students with all state and federal requirements in developing the amount of time needed for instruction in all subject areas, including non core subjects.
 - Hiring qualified educators who respect the students, parents and administrators of I.S. 347 and are always willing to learn so their students can succeed
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November 2010 and February 2011.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: through quarterly report cards given to parents in November, February, March and June.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during teacher conference, prep period’s daily, telephone calls to school and making appointments before or after school.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: open houses for each grade, inviting parents to participate in extracurricular activities, attend trips as a chaperone, seasonal parties, etc.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow all school and classroom rules so I can receive an education in a safe and secure environment.

- Respect my parents, teachers, all school personnel and my classmates at all times.

SIGNATURES:

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.

I.S. 347 took a “data-driven” approach to help improve student performance by using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. The School Leadership Team selected key indicators of student performance and the school environment. These indicators selected were measurable. The year-to-year data on student performance was disaggregated and used to: (a) identify and address school-wide weaknesses; (b) identify and assist individual students or groups of students in need of special help or challenge; (c) identify and assist teachers or groups of teachers who need additional support; and (d) track progress toward concrete and challenging goals.

These indicators included differentiated assessments of student achievement, including standardized assessments (“hard data”), which was disaggregated by student subgroups, and benchmark assessments indicating student progress toward meeting the standards. Additional measures were selected to collect “soft data” that indicated other factors that affected student performance, like health, attendance, school climate, professional development, parental involvement, and student satisfaction with the school. A comprehensive needs’ assessment was conducted to collect, review, and analyze the data from the measures selected. This analysis sparked the identification of specific gaps between I.S.347’s current situation (in terms of student achievement levels) and its vision for the future. The results of student assessments and other sources of information about school performance became the subject of ongoing, action-oriented discussion about how to improve instruction. A critical look at the current educational program helped the school to define implications for the changes that need to be considered. Educational priorities were then developed in support of the school’s vision for the upcoming school year and years to come.

As it has been a prioritized issue for the new educational administration, assessment instruments have been increased to include a wide range of both “hard data” and “soft data”. This data is comprised of:

HARD DATA

1. Annual School Progress Report– letter grade of C
2. Accountability Status Report (State Report Card from 2009-2010)
3. ATS Reports
4. AIS Reports

5. NYS testing assessment reports
6. Acuity Assessments in Reading and Mathematics
7. Attendance Reports
8. Quality Review Reports of previous years
9. ARIS
10. Learning Environment Survey

SOFT DATA

1. Student Report Cards
2. Teacher assessments
3. Portfolio and Journal Assessments
4. Exit Project Performance
5. Surveys
6. School Administration Observations
7. CFN Representatives Feedback
8. Feedback from the Network Leader in all subject areas.
9. Teacher Assessment Notebooks
10. Quick Assessments in ELA and Unit Assessments in Mathematics
11. Interim Assessments in all subject areas
12. Practice state assessments in all grades in all subject areas

The analysis of data, with training provided by the data coach, is now the driving force to evaluate, assess and modify the general observations of the school wide programs and classroom instruction to maximize the effectiveness and to increase the overall academic performance of all students at I.S. 347.

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.

I.S. 347 participates in the following researched based approaches so our students can meet or exceed the standards:

Balanced Literacy and Math workshop models are implemented in all language arts and math classrooms. Instruction in all subject areas is presented in the workshop model. The workshop model has also expanded to include Social Studies and Science classrooms.

This model provides systemic supplemental professional development because it is based on proven methods of early detection, intervention, and acceleration. Systemic school wide initiatives set the Balanced Literacy Model apart from other programs with the following initiatives: Author and Genre Study, Twenty-Five Book Campaign, and Leveled Libraries (for independent and guided reading). Initial assessments are carefully analyzed to provide a profile of each student as a reader and writer. This professional diagnostic tool coupled with the NYS Performance Standards is used to map out instructional strategies that are geared towards individual, small group, and whole class needs. Students with disabilities participate daily in Readers and Writers Workshops where prescribed strategies are modeled and help support the individual needs of each student. In addition, instructional materials at “just right” ability levels are utilized to scaffold student acquisition of literacy skills. This effective instructional model provides reading and writing strategies that support efforts to make gains on city and state assessments tests, but most importantly the model emphasizes Accountable Talk, which helps students take ownership for developing a knowledge base while acquiring the habits of life-long learners. In addition, this school year I.S. 347 has incorporated Common Core National Standards into the Curriculum Maps in both literacy and mathematics classrooms.

Professional Development:

The Instructional Cabinet composed of the principal, Coaches, Assistant Principals, and Community Outreach Coordinator serve as the very infrastructure of the professional development component. They will meet weekly to assess the school’s progress and determine next steps and safety nets to ensure the success of the educational curriculum. In addition, the Instructional Cabinet supports the intensive professional development component of this model. This includes the acquisition of professional resources and release of staff for leadership roles and professional development (i.e., attendance various workshops that pertain to their field of teaching to acquire new skills and to provide turn-key trainings to the entire staff). At the school level, the principal, AP’s and Coaches deliver professional development at faculty and department conferences, weekly workshops and study groups. Inter-visitations are arranged for newer and struggling teachers so teachers can observe the rituals and routines of the workshop model. This allows teachers to see the workshop model in action and facilitates diffusing the model throughout the school because the model is clearly understood.

I.S. 347 participates in the Wilson Reading Program for selected students (one class 12:1:1) in the Special Education Department. The Wilson Reading Program (an Orton-Gillingham based program) is a research-validated approach to reading that has proven successful with all students in all grades and has been well respected for over 50 years. It is used in many private schools serving children with disabilities as well as other school districts in the metropolitan region and around the nation. Its techniques are rooted in years of neurological, psychological and education research. Instruction involves use of a multi-sensory approach to learn letter sound relationships. Students learn consonants and vowel sounds through phonetic approach that makes letter to sound correlations as simple as possible. This specific approach to reading instruction is reinforced by constant review and practice of previously learned material to ensure long-term, cumulative retention of skills. Lessons are structured with specific patterns and activities to establish routine that eases students’ learning of materials. .

Advisories:

Advisory is an integral part of the middle school philosophy and is designed to meet the individual needs of our students and provides an opportunity for each student to get to know one teacher in a special way as an advocate, mentor and advisor. Students at each grade level are part of a team with five or six teachers who work closely with their students as teachers and advisors. Team teachers and students work together to build community and create a sense of belonging for each member of the team. Team teachers meet daily during common team planning and collaborate with guidance counselors, administrators and

exploratory /cycle teachers to build a strong network of support for their students. Advisory is being linked to the new P.B.I.S. Program that commenced this current school year.

3. Instruction by highly qualified staff.

- a. As per State and City requirements, all teachers must be at least Provisionally or Initially Certified
 - b. Hire teachers that are certified in subject areas and have proven expertise in their area
 - c. Attend Recruitment Fairs and College Fairs
 - d. Provide teachers with Intensive Professional Development to ensure that teachers improve their teaching and/or knowledge
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.
- Administrators, Teachers and Paraprofessionals will be invited to attend conferences provided by the CFN Network staff.
 - Continue to provide weekly professional development sessions on a variety of standards based topics relating to the Dept. of Education's requirements for Balanced Literacy and Balanced Mathematics for all staff who work with children at I.S. 347.
 - Continue to provide teachers with demonstration lessons and inter and intra classroom visitations
 - Intra-visitations by administrators to other buildings who have quality programs and to see how they are in practice in their buildings.
 - Attend additional conferences to gain information on instructional procedures and strategies.

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

- Implementation of smaller, intimate learning communities that promote positive relationships
- Implementation of the advisory program which will gear students towards success
- Promoting the exemplary performing arts program in the school
- Building upon the state of the art new computer and technology laboratory
- Providing teachers support and acknowledging their hard work in a consistent manner.

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

- Employ a Parent Coordinator in the school to help create a more welcoming environment for parents.
- Provide workshops to parents on how they can help their children with preparing for standardized assessments in English Language Arts, Mathematics and other core subject areas.
- Provide EPIC workshops to parents on core subject area strategies.
- Provide ELL orientation workshops to parents.
- Provide computer classes for parents.
- Create more parental correspondence through the use of letters and flyers.

- Create more parental workshops on communicating excessive absences and/or lateness to the parents affected by this matter.
 - Provide parents with workshops on literacy strategies and skills necessary to help with homework.
 - Provide parents with access and information from other agencies who will work with the parent on improving their own literacy skills and/or knowledge of English as a Second Language.
 - Provide parents with ESL classes to teach them English if they do not speak English in the home environment.
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.
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.

All teachers are included in the decision making process regarding the use of academic assessments. All teachers agree that it is important to regularly assess the children to track their growth and progress. The following procedures take place at I.S. 347:

- Students are periodically tested using acuity interim assessments and practice assessments regularly so students become familiar with the format and structure of the state assessments.
- Students are assessed using a teacher assessment notebook and regular conferencing takes place between the teachers and students individually.
- Teacher created tests are used to assess students in their classes as well as writing and math journals to assess writing skills in other content areas.
- Various computer software materials are used to assess student abilities in reading and mathematics. The software automatically informs teachers of the areas of strengths and weaknesses.

Portfolio assessment is a key element in assessing students who are below the standards academically.

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.

Students are offered the following services at I.S. 347 to help them improve their abilities in literacy, mathematics, science and social studies:

- a. AIS services for all students who performed below the standards in all core subject areas.
- b. Frequent assessments to track student progress using interim assessments and portfolio assessment.
- c. Preparatory workshops for assistance with taking the state assessments in all core subject areas.
- d. 37 and a half minute extended day activities in small groups to identified students who have not met or exceeded the standards.
- e. Data driven instruction incorporating differentiated instructional strategies and workshops for teachers on how to deliver individualized instruction
- f. Use of the Workshop Model methodologies for all core subject areas – a research based approached for balanced literacy, mathematics, scientific inquiry and problem solving and a “hands on” approach to teaching social studies.

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.

I.S 347 is involved with other agencies who work with parents and with our parent coordinator to provide assistance to all parents of students in the building. Parents received training on computer literacy skills this past year and we will provide parents with additional training in this area. We assist parents with all aspects of their child's education. Parents are informed of their child's attendance in the building and if necessary home visits are made if a student is not attending regularly. Parents are provided with workshops on health issues, adolescent issues and are informed of the agencies that can help them to gain literacy skills, housing, job training and self help skills. The parent coordinator assists parents in all aspects of raising a healthy child and of how to improve the quality of life of all of our students.

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.

	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually”¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes² of
--	---	--	--	--

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	X			\$676,554	X	20-27, 29-30, 36-37, 38-49
Title I, Part A (ARRA)	Federal	X			\$ 18,158	X	20-23, 38-49
Title II, Part A	Federal		X				
Title III, Part A	Federal	X			\$ 19,060	X	20-23, 31-35
Title IV	Federal		X				
IDEA	Federal	X			\$ 10,507	X	20-23
Tax Levy	Local	X			\$2,331,392	X	All Pages

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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;

-
- 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.

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: _____ **SURR³ Phase/Group (If 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.
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.

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

School Under Registration Review (SURR)

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

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 as of October 29, 2010, there are 17 students who are in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 1. At risk counseling services as needed for students
 2. No temporary housing student is denied entrance into the school because of their housing situation
 3. Monthly ATS generated reports regarding the housing situations of these students
 4. Training for the staff in the school about the McKinney-Vento Homeless Assistance Act
 5. Parent/Counselor meetings
 6. Assistance by the Parent Coordinator as to community outreach programs and assistance for the families
 7. Consistent emotional and academic monitoring of students by the guidance team and administrators in the school

Part B: FOR NON-TITLE I SCHOOLS

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:	I.S. 347 School of Humanities					
District:	32	DBN:	32K347	School		333200010347

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6	92.2	89.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	158	178	137				
Grade 7	188	160	184				
Grade 8	183	197	152				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	10	7	12				
Total	539	542	485				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.6	91.1	94.2

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	89.0	98.3	98.2

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	5	21	19

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	37	18	16

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	33	27	Principal Suspensions	62	62	64
# in Collaborative Team Teaching (CTT) Classes	28	24	22	Superintendent Suspensions	23	31	28
Number all others	24	32	25				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	52	57	TBD	Number of Teachers	51	55	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	15	8
# receiving ESL services only	51	53	TBD				
# ELLs with IEPs	7	27	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	2	2	8

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
	3	1	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.6	60.0	78.0
				% more than 5 years teaching anywhere	60.8	49.1	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	65.0	80.0
American Indian or Alaska Native	0.7	0.6	0.2	% core classes taught by "highly qualified" teachers	95.3	96.4	100.0
Black or African American	10.0	10.7	10.7				
Hispanic or Latino	87.8	86.2	86.4				
Asian or Native Hawaiian/Other Pacific	0.9	1.1	1.2				
White	0.6	1.5	1.4				
Male	47.1	50.7	51.8				
Female	52.9	49.3	48.2				

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,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA:
Math: v	Math:
Science: v	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	v				
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	vsh	v	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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 208	District 32	School Number 347	School Name Humanities
Principal Dr. John Barbella		Assistant Principal Alejandro Fernandez	
Coach		Coach type here	
Teacher/Subject Area Christine Larsen (E.S.L)		Guidance Counselor Christine Bradley	
Teacher/Subject Area Ivellisse Vega (ais, Sife)		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Henry Baez	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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

C. School Demographics

Total Number of Students in School	482	Total Number of ELLs	103	ELLs as Share of Total Student Population (%)	21.37%
------------------------------------	------------	----------------------	------------	---	---------------

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.

5. 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.)
6. 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.

Paste response to questions 1-6 here

I.S 347 is located in Bushwick, Brooklyn. It has a total of 482 students of which 103 are Ell's. The Ell's make up 21.37% of the student population. They are serviced through a Freestanding E.S.L program that is in compliance with all Part 154 and Title III regulations.

Our freestanding ESL program serves one hundred three (103) students. We have three teachers in the E.S.L program. E.S.L is an integral part of our school. Our E.S.L programs has 3 E.S.L certified teachers. The amount of time dedicated to each student is dictated by the proficiency levels of the students. In addition to our E.S.L teachers we have various A.L.S teachers who work with our SIFE students. They work directly with the teacher as a Push-In assistant. In other exceptional cases they pull-out students in a reading lab that is fully equipped with materials to assist Ell's that are way below their academic levels.

Parent Orientations

Once a child has been identified as an ELL from the Home Language Survey we have an initial parent orientation were the parent is interviewed by the E.L.L coordinator (certified in Bilingual Education and is experienced in working with Ell's and their parents). The coordinator organizes an interview with the parent and student later she conducts the Lab-R assessment within the first ten days of admission. The parent coordinator also works together with the school by organizing a meeting were the parent is shown a video of the different ELL programs that are offered in N.Y.C by the Department of education. During this session the parent decides what program best services their child. The parent is informed of the programs that the school offers. If there is not a program that best services the need of the student, the parent is informed of alternate placement for their child. In addition to the first parent orientation meetings are held regularly by the school. The principal, assistant principals, parent coordinator and E.L.L coordinator are usually present to inform parents of curriculum and school issues. We find that the majority of parents have decided to stay in I.S. 347 in the E.S.L program... Our Freestanding E.S.L program has also proven to be successful with our parents since they know they will get the support both they and their child need. Our ELL coordinator also ensures that parents receive forms such as Parent Survey's and Parent Selection in a timely fashion. These forms are provided in the language of the home (if available). Both the E.L.L and parent coordinator have regular meetings and telephone conversations to assist the parents. Our goal at I.S 347 is to provide our Ells with quality education. Together with the help of our parents we are working towards that goal.

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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0						2	2	2					6
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	103	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	13
SIFE	25	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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										0
Dual Language										0
ESL		23			4			2	0	0
Total	0	23	0	0	4	0	0	2	0	0

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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																	
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	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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							27	42	30					99
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						3
TOTAL	0	0	0	0	0	0	28	45	30	0	0	0	0	103

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.

Paste response to questions 1-4 here*

In our school we have a freestanding E.S.L program. We 3 certified E.S.L teachers who Push-In, Co-teach and work in collaboration of the classroom teacher. We have two heterogeneous E.S.L classes in each grade. These students receive ESL instruction for a total of ten periods a week (each period is 43 minutes long). The amount of time dedicated to each student is dictated by the proficiency levels of the students.

. We have dilienated a new plan this year to meet the needs of our Ell's. Above is a list of resourses that are already in place for our Ell's .

Plan for SIFE students:

Achieve 3000

Push-In/Pull-out AIS services

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

Reading/Listening Lab

Team Teaching

Special needs:

Setss Services
 Small class size
 Wilson Program
 Title III After school program

Plan for For Long-Term Ell's

- Independent Reading
- Authentic Author Studies
- Teaching of the 5 Writing Genres
- Genre Studies
- Accountable Talk
- Literature Circles
- Poetry Workshops
- Use of Sourcebooks
- Book Discussion Groups
- Conferencing
- Annotated Bibliographies
- Word Walls
- Use of Culminating Cultural Projects as an Assessment Tool
- Use of Portfolios as an Assessment Tool
- Use of Rubrics as an Assessment Tool
- Implementation of a Model of Differentiated Instruction
- Provision of After School Programs

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

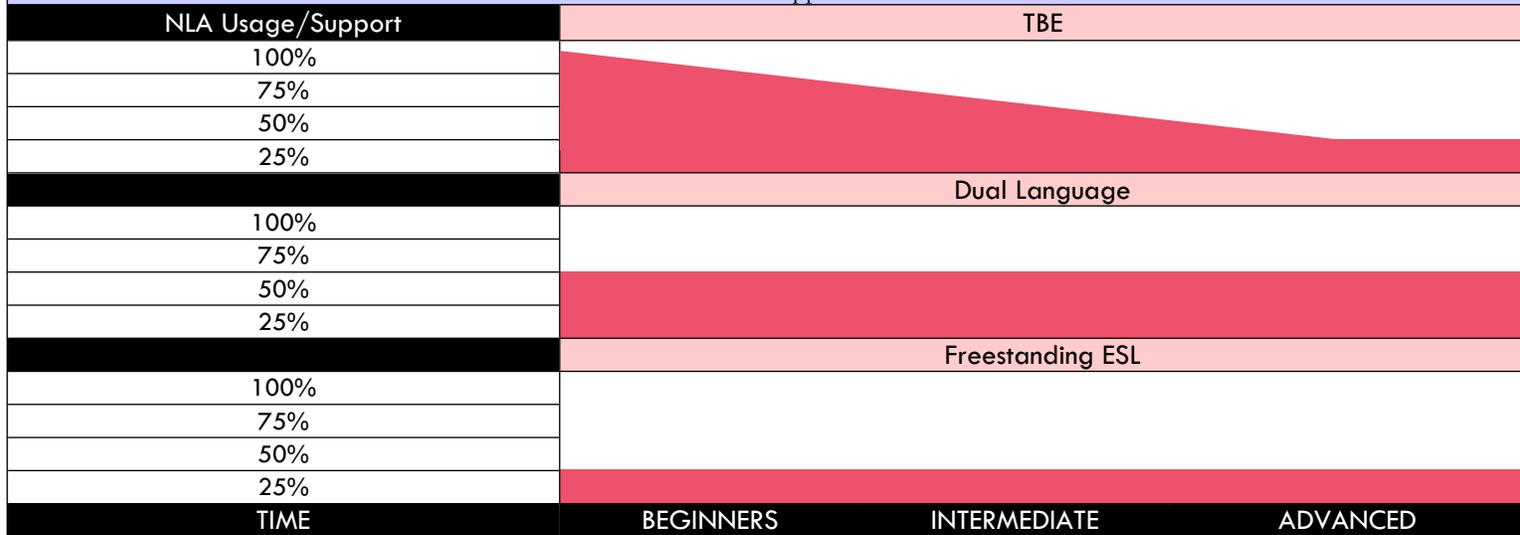
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Arts and Native Language Support

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



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?

Paste response to questions 5-14 here

The school will measure student performance of ELLs in a variety of ways. The multiple measures will include the required City and State tests, commercial subject area progress indicators such as Continental Press Reading and Mathematics Indicators, Options Comprehensive Reading and Writing Assessments and Grow Network Reports, Interim Assessments, documented teacher observations, classroom

performance assessments as per subject standards, and multiple forms of portfolio assessment tools. All of the assessment measures that will be used are aligned to the NYS/NYC standardized tests. The school will also continue to use Literacy and Math resources such as Scholastic and Achieve 3000 to meet the needs of the ELLs.

The Language Assessment Battery Revised (LAB-R) will be used on an ongoing basis, for new entrants whose home language is other than English, to identify potential ELLs. All current ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) in May to measure students' progress in developing English language proficiency and to determine continued eligibility for participation in the schools' ESL program. In addition our Title III after school program will concentrate on assisting students in achieving academic excellence. . For our after school program we are proposing a program that targets specific E.S.L needs such as language acquisition and remedial reading and writing for our SIFE students. Our program will also address specific needs of ELL's by utilizing differentiated instructional strategies who have been receiving services for a number of years and still haven't been able to pass the NYSESLAT. We will be working with all ELL's in grades 6-8. We will be using the Achieve 3000 program and other programs that will be useful to our students. We will have two E.S.L teachers work with our students. Our program will be three times a week for the duration of approximately 23 weeks starting in the first week of November of 2010 and ending in the middle of April right before the NYSESLAT. The language of instruction will be English.

For additional support we have an experienced administrator (certified in Bilingual education) that organizes and mentors the teachers who are working with the English language learners. This supervisor will also continue his work in the after school programs. He will work with the specific ELL population. Our goal is to assist both teachers and students of ELL's.

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.

Paste response to questions 1-3 here We as a staff work together to establish an equitable curriculum for our ELL's. We have received training from an Achieve 3000 specialist . The specialist has trained our teachers and support specialist to use the program and target our ELL's as well as our regular school population. Members of our administration and staff are also in partnership with other schools. We have the opportunity to visit other schools and see other teaching models. In the past some of our staff members have had the opportunity to receive Q-TEL training.

The diverse trainings and workshops that we have been part of have given us the opportunity to work closely as a staff. On school professional development days we work together to develop lesson plans that suit our ELL's. Rigorous test practice skills and the concentration of all ELL learning modalities have been our pursuit. We have also adjusted the teaching programs so that our teachers have the opportunity to work closely and plan accordingly.

In addition our guidance counselor work with our ELL's who are transitioning into High School. He comes into the classroom, meets with parents and researches the High Schools that have good programs and cater to the needs of ELL's. The teachers also help in this process. Our curriculum also touches on work that will be covered in High School.

On specialized Staff Development days there is always sufficient training and time dedicated to ELL training. In addition on Thursday

mornings we have ELL teacher teams. These teacher teams research methodologies and practical ways of teaching our Ell's they later share out their findings. All staff members, including, classroom teachers, special educations teachers and related service providers are required to complete mandated ESL training hours in order for them to work with the ELL student populations. During DOE allocated PD days, ELL training is provided to staff members who service the ELL students.

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?

Paste response to questions 1-4 here Once a child has been identified as an ELL from the Home Language Survey, all parents are invited to an initial parent orientation where the parent is interview by the ESL coordinator. The parent coordinator also holds a workshop for parents who are new to the community and/or country to inform the parents about their child's instruction, and the various programs offered to the students within the NYC public school system. The parent helps to make the decision about which program would best meet their child's needs. The programs of the school are then presented to the parent and if the parent feels that the school doesn't have a program that would benefit their child, they are offered an alternate placement. In addition to the first orientation meeting, meetings are scheduled regularly by the school to inform the parents of the happenings within the school and their child's program. The administration and parent coordinator are present at these meetings to inform the parents of the curriculum and various school issues. Together, we work with the parents to provide all students with quality educational programs that meet the needs of the students. In addition, all parents of ELL students are invited to participate in all parental involvement activities including PTA meetings, PBIS committee meetings, Parent workshops and award assemblies.

School trips are planned (Spanish Repertory) so that students and parents have the opportunity to enhance their learning. Trips have become a vital part of our teaching since students are exposed to the theatre and other cultural experiences.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	3	3				
	I							5	11	7				
	A							15	16	7				
	P							6	5	13				

READING/ WRITING	B							3	8	2				
	I							8	18	11				
	A							14	15	11				
	P							3	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					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	14		2		2				18
7	28		11		3				42
8	13		11						24
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)								
Chinese Reading Test								

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.

Paste response to questions 1-6 here School Wide Trends

Across the grades and proficiency levels, some trends are clearly evident. The most recent NYSESLAT scores show that a majority of our ells are making improvements in the writing area of the exam. The next area that shows the most gains in the speaking subtest. However, these gains were primarily only with grades seven and eight. The sixth grade ells seemed to have more difficulty with the speaking portion last spring.

A promising change noticed this year from last year is that a much greater number of students showed progress on the listening subtest, school-wide. Still, on the most recent test, students in both grades seven and eight struggle more on the reading test. It is encouraging that our current sixth graders actually showed more improvements on the reading subtest.

Since we have made some good ground on the writing subtest, we should be deliberate to continue with the good practices that went on in the classrooms in the past year. We should continue to take part in common planning and share best practices as well as continuous teacher modeling of good writing. We still need to incorporate more lessons on editing and grammar.

As a school, we need to work together to maintain the progress the sixth graders have shown in reading and work closely in the seventh and eighth grades to gain more ground in reading skills. Students still need much practice in the most challenging reading skills, such as making inferences and understanding figurative language. Again, teacher common planning and the sharing of best practices will help instructors to assist students in the most needed areas. We should continue to plan specific strategy lessons on context clues and other vocabulary approaches.

We have continued to see steady increases in the speaking subtests, in general. However, on last spring's test our current sixth graders seemed to have had trouble, as far more of them actually lost points. For the school to continue this, we need to keep on asking very specific questions in class discussions and require students to participate. It is important to note that in the past few years there has been an increasing emphasis in the content area on the speaking test, particularly in science. The content area teachers, therefore, need to be aware of this and have students practice their English when discussing activities in class. It should be noted that this year the sixth grade ELA/ESL program is instituting a new reading and writing program. In this program, there is more of an emphasis on the explicit teaching of academic vocabulary and the use of it. This vocabulary work should assist the sixth graders in speaking with academic language more confidently.

In the listening subtest there have been increases in the sixth and eighth grades but a drop in the seventh grade. This is a change from last year, where the drop was actually seen in the eighth grade. It is heartening to see progress in the other grades, but we need to focus on the 7th graders and be careful in our planning. The use of more read-alouds, with specific detail-oriented questions should be used. As seen on this test, we should also use read alouds with diagrams of locations discussed. Then teachers could ask a question about a location mentioned in a passage that can be seen on the diagram. This would mirror questions that have previously been seen on the exam. Simply during class discussions teachers should ask other students to repeat an answer another student gave. This not only reinforces the listening skill but encourages students to pay more attention. The content area teachers should also work with the 7th graders on activities that require the specific, deliberate use of listening skills.

ESL classes in all three grades will remain focused on improving the listening, speaking, reading, and writing skills in the content areas through the use of ESL methodologies. The workshop model is employed in all subject areas. Using such strategies as paired reading, read-alouds, re-telling, graphic organizers, journals, etc. allows teachers to focus on student understanding of text structure and organization.

The ELL Periodic Assessments of our current sixth grade students are available to the teachers on ARIS. The sixth grade ESL teacher has used the information on the assessment section of ARIS. To view ELL Periodic Assessment results. The way the results are presented show that they were used as a predictive for the May 2010 NYSESLAT. In some cases, the student's actual level was the same as predicted, and in other cases, the student actually fared much better. These results still serve to give a more complete picture of the students as whole and assists the teacher in planning.

Additional Information

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

Paste additional information here

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		