



IS 349 School of Math Science and Technology

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 32K349
ADDRESS: 35 Starr Street
Brooklyn, New York 11221
TELEPHONE: 718-418-6389
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 349 **SCHOOL NAME:** School of Math, Science, &Technology

SCHOOL ADDRESS: 35 Starr Street Brooklyn, NY 11221

SCHOOL TELEPHONE: (718) 418 - 6389 **FAX:** (718) 418 - 6146

SCHOOL CONTACT PERSON: Roy Parris **EMAIL ADDRESS:** rparris@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lennox Forbes

PRINCIPAL: Roy Parris

UFT CHAPTER LEADER: Thomas Napoli

PARENTS' ASSOCIATION PRESIDENT: Maritza Brown

STUDENT REPRESENTATIVE: n/a
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** 1

NETWORK LEADER: Ada Orlando

SUPERINTENDENT: 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
Roy Parris	*Principal or Designee	
Thomas Napoli	*UFT Chapter Chairperson or Designee	
Maritza Brown	*PA/PTA President or Designated Co-President	
Marilyn Gonzalez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Enza Carmarda	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lennox Forbes	Teacher UFT/SLT Chairperson	
Victor Portes	Teacher UFT	
Shirley Parkinson-Wright	Teacher UFT	
Marlin Diaz	Parent (PTA member)	
Laronda Hardy	Parent (PTA member)	

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

* Core (mandatory) SLT members.

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

The school of Math, Science and Technology, IS 349 is located in the Bushwick section of Brooklyn, New York. At present, the school shares the same building with IS 347, “The School of Humanities.” However, each school has developed its own organization, its own entrance and exit. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium.

I.S.349 was identified as a SURR School in January 2004. In March of 2004, a Comprehensive Registration review report was submitted to Region 4 outlining a number of findings and recommendations. I became Principal in July 2004. My immediate task was to review and address the State recommendations and redefine the school with clear delineated roles, responsibilities and reporting lines.

Since then, IS 349 has developed into a community in which there is collaboration amongst administrators, teachers, students, and parents to provide students with the best educational opportunities to become life-long learners. Innovative and strong instructional and administrative leadership has been essential to the academic success and progress of student performance. Ongoing professional development is provided to assist each pedagogue in developing goals and objectives to improve teaching and learning. We have a professional development lab where the lead teachers and the coaches are able to engage pedagogues in discussions about teaching and learning and professional growth. In addition, we have received comprehensive support by our Learning Support Organization (LSO) to enhance our efforts in improving teaching and learning. This support and guidance has been well received by our diverse faculty, which includes many international teachers. This has allowed us to develop a strong support system for students and at the same time, improve academically.

A contributory factor to our continued efforts is the relative stability of staff, both teaching and administrative. The present administrative staff has been together since January 2006. We have been able to galvanize the staff in a continuous focus on strategic action plans to improve the social, emotional, and academic achievement of all our students. The general focus is on learning and on ways of supporting students socially and emotionally while addressing their academic needs.

We have updated technology equipment which includes a State of the Arts Science lab, two fully equipped computer labs, laptop computers and SMARTBOARDS in classrooms to enhance instruction.

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

Agile Mind

Through Agile mind program, we are provided the tools and support needed to improve student performance while supporting exemplary, sustainable teaching practices. In addition to Internet-delivered services, educators and administrators also receive face-to-face seminars, mentoring, and high-quality support materials to manage their demanding workloads, improve their expertise, and dramatically improve outcomes for their students.

Integrated Math Regents

Integrated Math Regents Program gives students the essential foundation they need to excel in this crucial gateway course and to be prepared for higher mathematics. Throughout the course, students will learn to use basic algebraic tools to represent problem situations. They will model and solve important problems with linear, exponential, and quadratic functions and related topics. Distinguished math educators will provide instruction while giving the students the necessary support they need to excel. Students are instructed on the lab requirements for high school. The partnership with Cleveland High schools allows the students to gain confidence in their ability to achieve at the Secondary level and it allows our teachers to engage in vertical articulation with high school math teachers.

Project Stretch

Through Project Stretch, teachers are provided with the use of new information and communication technologies, such as the Stretchmoodle, in the classrooms. Parents are able to see the work of their child and to connect with teachers, principals, and other parents. As part of on and offline learning communities, our students can work on projects and activities that bring the world beyond their school to their classrooms.

Achieve 3000

The Achieve 3000 program offers strategies to improve reading and writing skills. The strategies provide web-based, individualized learning solutions to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. High interest topics for the entire class offered scientifically matched to each student's individual reading level.

Success Maker

Success Maker Enterprise individualizes learning for measurable success. It's a comprehensive curriculum with standards-based lessons one-on-one to at-risk and gifted children, students with special needs, and English language learners.

6th grade Transition program

The 6th grade transition program allows incoming 6th grades to meet with teachers and other professionals who will help develop their academic, social, and emotional needs. In addition, the students are engaged early on in an afterschool program to continue the work that began during the summer.

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.

Part A. Narrative Description

Narrative Description

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emotional, and academic achievement of all our students. The general focus is on learning and on ways of supporting students socially and emotionally while addressing their academic needs.

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students are engaged early on in an afterschool program to continue the work that began during the summer.

SECTION III – Cont'd

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	L.S. 349 Math, Science & Tech.						
District:	32	DBN:	32K349	School BEDS Code:	333200010349		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	11			
	K	4	8	12			
	1	5	9	Ungraded			
	2	6	10				
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	0	0	0		90.7	91.7	TBD
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	180	199	183				
Grade 7	198	178	162				
Grade 8	179	204	181				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	0	0				
Total	558	541	526				
Special Education Enrollment:				Student Mobility - % of Enrollment:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# In Self-Contained Classes	32	32	28		TBD	TBD	TBD
# In Collaborative Team Teaching (CTT) Classes	3	5	2				
Number all others	0	0	0				
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment:				Eligible for Free Lunch - % of Enrollment:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# In Transitional Bilingual Classes	72	72	62		89.4	89.4	89.4
# In Dual Lang. Programs	0	0	0				
# receiving ESL services only	45	36	33				
Special Education Enrollment:				Students in Temporary Housing - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# In Self-Contained Classes	32	32	28		14	10	TBD
# In Collaborative Team Teaching (CTT) Classes	3	5	2				
Number all others	0	0	0				
These students are included in the enrollment information above.							
Special Education Enrollment:				Recent Immigrants - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# In Self-Contained Classes	32	32	28		30	31	26
# In Collaborative Team Teaching (CTT) Classes	3	5	2				
Number all others	0	0	0				
These students are included in the enrollment information above.							
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# In Self-Contained Classes	32	32	28		52	41	TBD
# In Collaborative Team Teaching (CTT) Classes	3	5	2				
Number all others	0	0	0		13	20	TBD
These students are included in the enrollment information above.							
Special Education Enrollment:				Special High School Programs - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# In Self-Contained Classes	32	32	28				
# In Collaborative Team Teaching (CTT) Classes	3	5	2				
Number all others	0	0	0				
These students are included in the enrollment information above.							
Special Education Enrollment:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# In Self-Contained Classes	32	32	28		45	49	49
# In Collaborative Team Teaching (CTT) Classes	3	5	2				
Number all others	0	0	0				
These students are included in the enrollment information above.							
Special Education Enrollment:				Number of Teachers			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# In Self-Contained Classes	32	32	28		45	49	49
# In Collaborative Team Teaching (CTT) Classes	3	5	2				
Number all others	0	0	0				
These students are included in the enrollment information above.							

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	11	10	10	Number of Administrators and Other Professionals	16	12	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	TBD	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
	4	1	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	62.2	61.2	67.3
				% more than 5 years teaching anywhere	44.4	46.9	59.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	84.0	82.0	86.0
(As of October 31)	2005-06	2006-07	2007-08	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.9	96.8	98.1
American Indian or Alaska Native	0.4	0.6	0.6				
Black or African American	14.9	14.0	14.4				
Hispanic or Latino	83.0	83.7	83.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.1	1.0				
White	0.7	0.6	0.8				
Male	51.4	52.7	51.7				
Female	48.6	47.3	48.3				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	Yes	If yes, area(s) of SURR identification:				ELA	
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
√	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructured – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	PFR			ELA:			
Math:	SINI 2			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√ ^{PH}	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	-			
Hispanic or Latino		√ ^{PH}	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-				
Other Groups							
Students with Disabilities		X	X	-			
Limited English Proficient		√ ^{PH}	√	√			
Economically Disadvantaged		√ ^{PH}	√	√			
Student groups making AYP in each subject		5	5	4	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	TBD			Overall Evaluation:	TBD		
Overall Score:	TBD			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	TBD		
School Environment:	TBD			Quality Statement 2: Plan and Set Goals	TBD		
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals	TBD		
School Performance:	TBD			Quality Statement 4: Align Capacity Building to Goals	TBD		
(Comprises 30% of the Overall Score)				Quality Statement 5: Monitor and Revise	TBD		
Student Progress:	TBD						
(Comprises 55% of the Overall Score)							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{PH} = Made AYP Using Safe Harbor Target				■ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				○ = Outstanding			
* = 2006-07 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 76 schools; NCLB/SED accountability reports are not available for District 76 schools.							

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?
-

A variety of data was utilized to evaluate the effectiveness of instructional programs and strategies to improve student performance at IS 349. Data sources included performance on State assessments, NYSESLAT, Annual School Report Cards, nySTART, DAA test scores and periodic assessments. Additional data was ascertained from Inquiry Team data, teacher data binders, teacher-generated assessments, journal entries, AIS logs and Parent/Teacher conferences. After conducting a comprehensive review of IS 349's educational program and usage of the most current qualitative and quantitative data available regarding student performance trends and other indicators of progress, the information below **summarizes the major findings**.

PERFORMANCE TRENDS

Data Source: A Comparison of the Accountability Overview Report (NYSED School Report Card) from 2008-09 and 2009-10

ELA Performance Trends: The previous 2008-09 data indicates that **all of six student groups continue to make AYP**. Two of those groups, LEP and Students with Disabilities made AYP because of safe harbor. It is important to note that the Black/African American student group made AYP because the group's Performance Index (154) exceeded its EAMO (133). The SWD made AYP because of safe harbor; however, this student group remains far from the NYSED standards with a Performance Index of 116 and an EAMO of 131. Also, the LEP student groups had the smaller gap of 3 points between their Performance Index and their Effective AMO. The new 2009-10 data indicates that only one group, Black/African American student group made AYP. The Performance Index of the other subgroups did not meet or exceed the Effective AMO. All student groups at IS 349 require additional instructional support in ELA. The progress of LEP and SWD and all subgroups will continue to be carefully monitored and their progress will remain a schoolwide priority.

Math Performance Trends: The previous 2008-09 data indicates that **ALL student groups made AYP** in math because their PI exceeded their EAMO. The new 2009-2010 data indicates that all

student groups continue to make AYP Because the SWD student group surpassed the EAMO by the smallest amount (9), we will continue with intensive support in the area of mathematics. Differentiating instruction for SWDs will remain a high priority in order to continue this positive trend in student progress.

Science Performance Trends: The previous 2008-09 data indicated that the All Students group made AYP because the Performance Index exceeded the Progress Target. The new 2009-10 data indicates that **All Student group continue to make AYP** in science because the PI once again exceeded and increased (3) over the Progress Target. While this data indicates that the overall instructional initiatives for science are effective, we will continue to carefully monitor the progress and differentiated instructional supports in science will be identified in order to continue this overall positive trend in student achievement.

DATA SOURCE: THREE-YEAR ANALYSIS OF ELA PERFORMANCE TRENDS FOR TOTAL SCHOOL

ENGLISH LANGUAGE ARTS

TOTAL SCHOOL - ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	136	26.7	270	53	100	19.6	3	0.7
2009	4	0.7	217	40.3	314	58.4	3	0.6
2008	33	6.4	309	59.5	176	33.9	1	0.2
2007	68	13.5	307	61.2	123	24.5	4	0.8

Total School Trends: There has been an increase in the percentage of all tested students scoring level 1 and 2 and a decrease in the percentage of students scoring at levels 3 and 4. The percentage of students scoring at level 1 increased from 0.7% to 26.7% (+26). The percentage of students scoring at Level 2 increased from 40.3% to 53% (+12.7). Students scoring at Level 3 decreased from 58.4% to 19.6% (-38.8) and the same number of students scored at level 4 however, the percentages were slightly different due to the change in the total number of students tested in 2009 and 2010. From 2007-2009, there was a significant increase in the percentage of students performing at or above level 3. However, an analysis of **ELA TOTAL SCHOOL** performance for **all-tested students** indicates that our three year progress declined which means there is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

DATA SOURCE: A THREE-YEAR ANALYSIS OF PERFORMANCE TRENDS IN ELA DISAGGREGATED BY GRADE AND THE ALL STUDENTS. SWD and LEPs SUBGROUPS

GRADE 6 ENGLISH LANGUAGE ARTS

GRADE 6 - ALL STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS
--

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	31	24	61	47	37	29		
2009	1	0.5	75	40.8	107	58.2	1	0.5
2008	5	2.7	111	60	68	36.8	1	0.5
2007	5	3.3	99	64.7	47	30.7	2	1.3

Grade Six All Students Trends: There has been an increase in the percentage of all tested students scoring level 1 and 2 and a decrease in the percentage of students scoring at levels 3, and 4. The percentage of students scoring at level 1 increased from 0.5% to 24% (+23.5). The percentage of students scoring at Level 2 increased from 40.8% to 47% (+6.2). Students scoring at Level 3 decreased from 58.2% to 29% (-29.2) and there were no students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

GRADE 6 – LIMITED ENGLISH PROFICIENT ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	0	0	19	90.5	2	9.5	0	0
2009	1	1.9	38	71.7	14	26.4	0	0
2008	4	11.4	28	80	3	8.6	0	0
2007	5	20.8	18	75	1	4.2	0	0

Grade Six LEP Trends: There has been an increase in the percentage of all tested students scoring level 2 and a decrease in the percentage of students scoring at level 3. The percentage of students scoring at level 1 decreased from 1.9% to 0% (-1.9). The percentage of students scoring at Level 2 increased from 71.7% to 90.5% (+18.8). Students scoring at Level 3 decreased from 26.4% to 9.5% (-16.9) and there were no students scoring at level 4. From 2007 –2009, the percentage of LEPs scoring at Level 1 on the ELA assessment decreased from **20.8%** to **1.9%** (-18.9). The percentage of Level 2 students decreased from 75% to 71.7% (+3.3). The percentage of students scoring at Level 3 increased from 4.2% to 26.4% (+22.2%). There are no students scoring at Level 4. An analysis of this three-year trend in **ELA-Grade 6** performance for **LEPs** indicates an overall positive trend in student progress as a significant percentage of Level 1 students moved to Level 2, and as 26.4% of Level 2s moved to Level 3. However, an analysis of this data shows that a large percentage of LEPs are performing at level 2. There is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency. Instructional initiatives that promote progress in language acquisition and content area skills will be continued in order to maintain this positive trend in LEP student performance.

GRADE 6 - STUDENTS WITH DISABILITIES ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	4	50	4	50	0	0	0	0
2009	0	0	18	78.5	5	21.7	0	0
2008	2	12.5	12	75	2	12.5	0	0
2007	2	22.2	6	66.7	1	11.1	0	0

Grade Six Special Education Trends: There has been an increase in the percentage of all tested students scoring level 1 and a decrease in the percentage of students scoring at levels 2 and 3. The percentage of students scoring at level 1 increased from 0% to 50% (+50.0). The percentage of students scoring at Level 2 decreased from 78.5% to 50% (-28.5). Students scoring at Level 3 decreased from 21.7% to 0% (-21.7) and there were no students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

Strengths: A careful review of the 2010 data from in-house assessment and state assessment, determined a decrease in ELA proficiency from the previous year. Overall, sixth grade students need to improve in areas such as interpreting and synthesizing information, interpreting & evaluating a wide range of literature, and developing writing strategies. In order to sustain increases in ELA proficiency, we must define and raise best practices, provide professional development, and closely monitor literacy instruction and progress throughout the year through supervision and regular assessment.

Weaknesses: After a complete analysis of all instruments used to assess ELA, the following specific areas need to and closely monitored through AIS, small-group instruction, and regular assessment:

- Determining the author’s purpose
- Predicting outcomes of a story
- Critical analysis
- Writing persuasive essays
- Inferring
- Deciphering between Fact and Opinion
- Note Taking
- Analyzing poetry
- Interpreting expository texts

Effectiveness of the Curriculum

- Continuation of student portfolios to monitor student growth

- Continuation of the implementation of the Workshop model to complete training of all ELA teachers (including Special Education and ESL) through literacy coaches.
- Continuation of 90-minute literacy block periods (minimum of 8 periods in ELA)
- Continued use of Academic Intervention Services to ALL students not meeting Standards through the use of the Push-In model.
- Continue to provide after school and/or Saturday programs to students who are at-risk readers and writers.
- Continue the support to teachers by the literacy coach and resources
- Increase the articulation between the feeder schools about the instructional program and students performance coming to IS 349
- Ensure that units of study are covered in a timely matter
- Increase of independent reading opportunities and methods of accountability (reading logs and responses)
- Accessibility of reading material to students for enjoyment and independent reading at home
- Literacy AIS will provide students with level books to accelerate the sixth grade students reading performance in comprehension and fluency
- Increase the student participation and accessibility in technology programs; such as Soliloquy, Word Lab and Achieve 3000.
- Library media will be available this year for IS 349 students to conduct research, support culture of literacy through out the school. It is expected for teachers to collaborate with the librarian in planning to integrate literacy skills.

Root Causes/Contributing Factors/Significant Findings

- Use of Developmental Reading Assessment (DRA) Grade 6 to assess students (scoring in performance Levels 1 and 2) comprehension and growth throughout the year.
- Increased professional development in item analysis to ensure alignment of instruction.
- Increase the professional development on Analyzing Student Work to drive and enhance instruction.
- Ensure all classes are participating in the 25 Books Club.
- Increasing the content area literacy instruction in Science and Social Studies in keeping with new city mandates.
- Increased professional development in analyzing data to assist in modifying and planning of instruction.
- Provide staff Development to all ELA teachers; and teachers that require extra assistance in providing standards based instruction in the following areas:
 - Components of 90 minute literacy block
 - Use of data to inform differentiated instruction and create effective action plans
 - Conferencing with students regarding setting goals
 - The use of instructional strategies to help at-risk students
 - Effective strategies for teaching reading, writing, listening and oral communication skills.
 - How to use effectively use leveled libraries and how to set them up in the classroom.
 - Full implementation of the workshop model and components.
- Supply all teachers with necessary resources and books for developing leveled libraries.

- Literacy Lead teacher and Math coach will create a resource room for all teachers. It's expected that all teachers can benefit from resources, materials, and necessary general supplies to improve instruction.
- Increase use of Technology- Scantron/Acuity, nySTART
- Sixth grade ELLs entitled to receive 180 unit of ELA will be instructed by an ELA licensed teacher following the Elements of Literature Curriculum.
- ESL instruction will integrate QTEL scaffolding tasks to amplify students' academic achievement
- Expanding the classroom libraries to offered level books, variety of genres and audiovisuals to increase the independent reading opportunity

GRADE 7 ENGLISH LANGUAGE ARTS

GRADE 7 - ALL STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	56	29	103	53	33	17	2	1
2009	1	0.5	76	41	104	57.1	1	0.5
2008	1	0.6	80	50	79	49.4	0	0
2007	24	14.5	95	57.6	45	27.3	1	0.6

Grade Seven All Tested Students Trends: There has been an increase in the percentage of all tested students scoring levels 1 and 2 and a decrease in the percentage of students scoring at level 3. There was a small gain in the percentage of students scoring at level 4. The percentage of students scoring at level 1 increased from 0.5% to 29% (+28.5). The percentage of students scoring at Level 2 increased from 41% to 53% (+12). Students scoring at Level 3 decreased from 57.1% to 17% (-40.1) and there was an increase from 0.5% to 1% (+0.5) in the percentage of students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students performing at levels 1 & 2 and, a significant increase in the percentage of students performing at level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

GRADE 7 – LIMITED ENGLISH PROFICIENT ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	0	0	39	84.8	7	15.2	0	0

2009	1	3.1	26	81.3	5	15.6	0	0
2008	1	3.8	21	80.8	4	15.4	0	0
2007	15	41.1	15	44.1	4	11.8	0	0

Grade Seven English Language Learner Trends: There has been an increase in the percentage of all tested students scoring level 2 and a small decrease in the percentage of students scoring at level 3. The percentage of students scoring at level 1 decreased from 3.1% to 0% (-3.0). The percentage of students scoring at Level 2 increased from 81.3% to 84.8% (+3.5). Students scoring at Level 3 decreased from 15.6% to 15.2% (-0.4) and there were no students scoring at level 4. Over a three-year period from 2007 –2009, the percentage of LEPs scoring at Level 1 on the ELA assessment decreased from **41.1%** to **3.1%** (-38.0). Currently there are no students performing at level 1. The percentage of Level 2 students increased from **44.1%** to **81.3%** (+37.2). The percentage of students scoring at Level 3 increased from **11.8%** to **15.6%** (+3.8%). There are no students scoring at Level 4. An analysis of this three-year trend in **ELA-Grade 7** performance for **LEPS** indicates an overall positive trend in student progress as a significant percentage of Level 1 students moved to Level 2. However, an analysis of this data also shows that a large percentage of LEPs are performing at level 2. There is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency. Instructional initiatives that promote progress in language acquisition and content area skills will be continued in order to maintain this positive trend in LEP student performance.

GRADE 7 - STUDENTS WITH DISABILITIES								
ELA PERFORMANCE ON STATE AND CITY ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	14	53.8	11	42.3	1	4	0	0
2009	1	6.7	10	66.7	4	26.7	0	0
2008	0	0	7	87.5	1	12.5	0	0
2007	11	47.8	11	47.8	1	4.3	0	0

Grade Seven Special Education Trends: There has been an increase in the percentage of all tested students scoring level 1 and a decrease in the percentage of students scoring at levels 2 and 3. The percentage of students scoring at level 1 increased from 6.7% to 53.8% (+47.1). The percentage of students scoring at Level 2 decreased from 66.7% to 42.3% (-24.4). Students scoring at Level 3 decreased from 26.7% to 4% (-22.7) and there were no students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency. We will continue to identify additional differentiated instructional initiatives in order to address the needs of SWD students and make progress towards meeting state standards.

Strengths: A careful review of the 2010 data from in-house assessment and state assessment, determined a decrease in ELA proficiency from the previous year. Overall, seventh grade students need improvement in areas such as interpreting & synthesizing information, interpreting & evaluating a wide range of literature, and using effective sentence construction and editing for improvements in sentence formation, usage, mechanics and spelling. In order to sustain increases in ELA proficiency, we must continue further defining and raising best practices, providing professional development, and closely monitoring literacy instruction and progress throughout the year through supervision and regular assessment.

Weaknesses: After a complete analysis of all instruments used to assess ELA, the following specific areas need to and closely monitored through AIS, small-group instruction, and regular assessment:

- Determining the author's purpose
- Predicting outcomes of a story
- Critical analysis
- Writing persuasive essays
- Inferencing
- Deciphering between Fact or Opinion
- Note Taking
- Analyzing poetry
- Interpreting expository text
- Editing sentence formation for usage mechanics and spelling

Effectiveness of the Curriculum

- Use of Developmental Reading Assessment (DRA) Grade 7 to assess students (scoring in performance Levels 1 and 2) comprehension and growth throughout the year.
- Increased professional development in item analysis to ensure alignment of instruction.
- Continuation of student portfolios to monitor student growth.
- Making sure all classes are participating in the 25 Books Club.
- Continuation of the implementation of the America's Choice Reform Design model to complete training of all ELA teachers (including Special Education and ESL) through literacy coaches.
- Continuation of 90-minute literacy block periods (minimum of 8 periods in ELA) along with one literacy period in Science and one literacy period in Social Studies in keeping with new city mandates.
- Increased professional development in analyzing data to assist in modifying and planning of instruction.
- Increase the professional development on Analyzing Student Work to drive and enhance instruction.
- Continued use of Academic Intervention Services to ALL students not meeting Standards through the use of the Push-In model.
- Provide staff Development to all ELA teachers; especially new teachers and teachers that require extra assistance in providing standards based instruction in the following areas:
 - Components of 90 minute literacy block
 - Use of data to inform differentiated instruction and create effective action plans

- Conferencing with students regarding setting goals
 - The use of instructional strategies to help at-risk students
 - Effective strategies for teaching reading, writing, listening and oral communication skills.
 - How to use effectively use leveled libraries and how to set them up in the classroom.
 - Full implementation of the Workshop model and components.
- Supply all teachers with necessary resources and books for developing leveled libraries.
 - Continue to provide after school and/or Saturday programs to students who are at-risk readers and writers.
 - Literacy Lead teacher and Math coach will create a resource room for all teachers. It's expected that all teachers can benefit from resources, materials, and necessary general supplies to improve instruction.
 - Continuation of student portfolios to monitor student growth.

Root Causes/Contributing Factors/Significant Findings:

- Increase use of Technology- periodic assessments.
- Seventh grade ELLs entitled to receive 180 unit of ELA will be instructed by an ELA licensed teacher following the Balance Literacy program
- ESL instruction will integrate QTEL scaffolding tasks to amplify students' academic achievement
- Expanding the classroom libraries to offered level books, variety of genres and audiovisuals (tape books) to increase the independent reading opportunities
- Continue the support to teachers providing time to articulate with the sixth grade teachers.
- Ensure that the lead teacher continue to assist teachers in the following areas; demonstration lessons, unit and lesson planning, and others.
- Our sixth grade ELLs students will be served by the literacy lead teacher to accelerate their literacy skills using QTEL scaffolding tasks
- Ensure that units of study are covered in a timely matter following our in-house literacy curriculum
- Literacy AIS will provide students with level books to accelerate the seventh grade students reading performance in comprehension and fluency
- AIS paraprofessional will work with the at risk and ELLs students Seventh graders using the Achieve 3000 and Focus on Fluency Literacy program to offer additional support
- Increase of independent reading opportunities and methods of accountability (reading logs and responses)
- Accessibility of reading material to students for enjoyment and independent reading at home
- Increase the student participation and accessibility in technology programs; such as Soliloquy, Word Lab and Project Stretch
- Library media will continue to be available this year for IS 349 students to conduct research, support culture of literacy through out the school. It is expected for teachers to collaborate with the librarian in planning to integrate literacy skills.

The SURR review team based on their findings (March 8-11, 2004) made the following recommendations:

- The administrative leadership, the Literacy and Math Coach should engage the teaching staff in the appropriate analysis of data from Assessment-sources as it relates to informing curriculum and instruction in connection with the America’s Choice program.
- Leadership needs to ensure that components of the America’s Choice program and its appropriate resources are enacted within the classrooms.

GRADE 8 ENGLISH LANGUAGE ARTS

GRADE 8 - ALL STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	49	26	106	57	30	16	1	1
2009	2	1.2	66	38.4	103	59.9	1	0.6
2008	27	15.2	122	68.5	29	16.3	0	0
2007	39	21.2	113	61.4	31	16.8	1	0.5

Grade Eight All Tested Students Trends: There has been an increase in the percentage of all tested students scoring levels 1 and 2 and a decrease in the percentage of students scoring at level 3. There was a small gain in the percentage of students scoring at level 4. The percentage of students scoring at level 1 increased from 1.2% to 26% (+24.8). The percentage of students scoring at Level 2 increased from 38.4% to 57% (+18.6). Students scoring at Level 3 decreased from 59.9% to 16% (-43.9) and there was an increase from 0.6% to 1% (+0.4) of students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

GRADE 8 – LIMITED ENGLISH PROFICIENT ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	1	3.4	24	82.8	4	13.8	0	0
2009	1	3.8	20	76.9	5	19.2	0	0
2008	15	41.7	21	58.3	0	0	0	0
2007	23	63.9	13	36.1	0	0	0	0

Grade Eight English Language Learner Trends: There has been a decrease in the percentage of all tested students scoring level 1 and level 3 and an increase in the percentage of students scoring at level 2. The percentage of students scoring at level 1 decreased from 3.8% to 3.4% (-0.4). The percentage of students scoring at Level 2 increased from 76.9% to 82.8% (+5.9). Students scoring at Level 3 decreased from 19.2% to 13.8% (-5.4) and there were no students scoring at level 4. Over a three-year period from 2007–2009, the percentage of LEPs scoring at Level 1 on the ELA assessment decreased

from **63.9%** to **3.8%** (-60.1). The percentage of Level 2 students increased from **36.1%** to **76.9%** (+40.8). The percentage of Level 3 students increased from **0%** to **19.2%** (+19.2). There are no students scoring at Level 4. An analysis of this two-year trend in **ELA-Grade 8** performance for **LEPS** indicates an overall positive trend in student making progress as a significant percentage of Level 1 students moved to Level 2, and as indicated by a 40.8% gain in students scoring at Level 2. Although there has been a slight gain in LEP students are meeting state standards by scoring at Levels 3, we will continue to provide additional instructional initiatives that promote progress in language acquisition and content area skills will be identified.

GRADE 8 - STUDENTS WITH DISABILITIES ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	11	55	9	45	0	0	0	0
2009	2	14.3	10	71.4	2	14.3	0	0
2008	14	46.7	16	53.3	0	0	0	0
2007	7	35.0	13	65.0	0	0	0	0

Grade Eight Special Education Trends: There has been an increase in the percentage of all tested students scoring level 1 and a decrease in the percentage of students scoring at levels 2 and 3. The percentage of students scoring at level 1 increased from 14.3% to 55% (+40.7). The percentage of students scoring at Level 2 decreased from 71.4% to 45(-26.4). Students scoring at Level 3 decreased from 14.3% to 0 (-14.3) and there were no students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Language Arts. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency. We will continue to identify additional differentiated instructional initiatives in order to address the needs of SWD students and make progress towards meeting state standards.

Strengths: A careful review of the 2010 data from in-house assessment and state assessment, determined a decrease in ELA proficiency from the previous year. Overall, eighth grade students need improvement in areas such as interpreting and synthesizing information, interpreting & evaluating a wide range of literature, and developing writing strategies. In order to sustain increases in ELA proficiency, we must continue further defining and raising best practices, providing professional development, and closely monitoring literacy instruction and progress throughout the year through supervision and regular assessment.

Weaknesses: After a complete analysis of all instruments used to assess ELA, the following specific areas need to and closely monitored through AIS, small-group instruction, and regular assessment:

- Determining the author’s purpose
- Predicting outcomes of a story
- Critical analysis
- Writing persuasive essays

- Inferring
- Deciphering between Fact or Opinion
- Note Taking
- Analyzing poetry
- Interpreting expository texts

Effectiveness of Curriculum

- Use of Developmental Reading Assessment (DRA) Grade 8 to assess students (scoring in performance Levels 1 and 2) comprehension and growth throughout the year
- Increased professional development in item analysis to ensure alignment of instruction
- Continuation of student portfolios to monitor student growth
- Making sure all classes are participating in the 25 Books Club.
- Continuation of the implementation of the Workshop Model using the *Elements of Literature* text and providing professional development training to all ELA teachers (including Special Education and ESL) .
- Continuation of 90-minute literacy block periods (minimum of 8 periods in ELA) along with one literacy period in Science and one literacy period in Social Studies in keeping with new city mandates.
- Increased professional development in analyzing data to assist in modifying and planning of instruction.
- Continued use of Academic Intervention Services to ALL students not meeting Standards through the use of the Push-In model.
- Provide staff Development to all ELA teachers; especially new teachers and teachers that require extra assistance in providing standards based instruction in the following areas:
 - Components of 90 minute literacy block
 - Use of data to inform differentiated instruction and create effective action plans
 - Conferencing with students regarding setting goals
 - The use of instructional strategies to help at-risk students
 - Effective strategies for teaching reading, writing, listening and oral communication skills.
 - How to use effectively use leveled libraries and how to set them up in the classroom.
 - Full implementation of the Workshop model and components.
- Supply all teachers with necessary resources and books for developing leveled libraries.
- Continue to provide after school and/or Saturday programs to students who are at-risk readers and writers.
- Literacy Lead teacher and Math coach will create a resource room for all teachers. It's expected that all teachers can benefit from resources, materials, and necessary general supplies to improve instruction.
- Continuation of student portfolios to monitor student growth.
- Continue the support to teachers providing time to articulate with the seventh grade teachers.

Root Causes/Contributing Factors/Significant Findings:

- Increase use of Technology- Scantron, Acuity, nySTART.

- Ensure that the literacy coach continues to assist teachers in the following areas; demonstration lessons, unit and lesson planning, conferencing, and effective instructional methodologies.
- Ensure that units of study are covered in a timely matter following the Workshop Model
- Literacy lead teacher will work closely with the content area teachers to increase writing in the content area, and promote project based learning.
- Literacy AIS will provide students with level books to accelerate the eight grade students reading performance in comprehension and fluency
- Increase of independent reading opportunities and methods of accountability (reading logs and responses)
- Accessibility of reading material to students for enjoyment and independent reading at home to support the 25 Book Campaign
- Increase the student participation and accessibility in technology programs; such as Soliloquy, Word Lab Scantron, Acuity, and nySTART.
- Library media will be available this year for IS 349 students to conduct research, support culture of literacy through out the school. It is expected for teachers to collaborate with the librarian in planning to integrate literacy skills. Library media will support all projects based learning that are consistent with school and city initiatives and state mandates.

SUMMARY OF SCHOOL PERFORMANCE RELATIVE TO AYP 2009-2010 SCHOOL YEAR

SURR TARGETS: Since IS 349 was identified as a SURR school for ELA in January 2004, the SURR target for the 2010-11 school year will be based on 78% of its cumulative grade 6, 7 and 8 State Standard and the minimum will be based on 68% of the grade 6, 7 and 8 State Standard.

An analysis of IS 349’s performance relative to its AYP is indicated below:

- All Students: PI = 139 with an effective AMO = 150
- Black or African American PI = 147 with an effective AMO = 143
- Hispanic or Latino: PI = 138 with an effective AMO = 149
- SWD: PI = 107 with an effective AMO = 142
- LEP: PI = 112 with an effective AMO = 146
- Economically Disadvantaged: PI = 1138 with an effective AMO = 150

The new 2009-10 data indicates that only one group, Black/African American student group made AYP. The Performance Index of the other subgroups did not meet or exceed the Effective AMO. All student groups at IS 349 require additional instructional support in ELA. The progress of LEP and SWD and all subgroups will continue to be carefully monitored and their progress will remain a schoolwide priority.

PROGRESS REPORT TRENDS - ELA

We utilized information from the school’s Progress Report, in order to expand upon the information gained from the AOR (School Report Card).

ELA Student Performance		
Years	Median Proficiency	% of Students at Proficiency (Levels 3 & 4)
2009-10	2.39	21.3%
2008-09	3.05	57.9%

Analysis of ELA Student Performance Trend: Over a two-year period from 2008-09 to 2009-10 regarding the median student proficiency score for ELA there was a -0.66 decrease in the median proficiency. The percentage of students performing at proficiency decreased from 57.9% to 21.3% which was a 36.6% decrease. This trend analysis for ELA of the median proficiency indicates that IS 349 must readdress its instructional program, placing emphasis on data to help the school to move in a positive direction and close the gap relative to its peer horizon. It is anticipated that for 2010-11 IS 349 will be back on top of the peer horizon.

ELA Student Progress		
Years	% of ALL Students Making Progress \geq 1Year	% of Lowest 1/3 Making Progress \geq 1Year
2009-10	61%	70.5%
2008-09	72%	91.6%

Analysis of ELA Student Progress Trend: Over a two-year period from 2008-2009 and 2009-10 regarding student progress for ELA, the percentage of **ALL Students Making \geq 1Year Progress** decreased from 72% to 61% which was a 11% decrease. In 2008-09, IS 349 moved to the maximum of the peer horizon. However, the progress that was made declined in 2009-2010. This trend analysis for ELA of ELA Student Progress based on the Progress Report indicates that IS 349 must readdress its instructional program, placing emphasis on data and make efforts to move in a positive direction regaining its maximum position in relation to its peer horizon.

IMPLICATIONS FOR THE INSTRUCTIONAL PROGRAM

Progress Report Implications: Based on an analysis of the 2009-2010 Progress Report Data for ELA, it must be noted that 79.8% of students remain below proficiency. There is a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

Additional implications for Instruction:

We will continue the 90 minute blocks in all ELA classes. We will provide 8 periods of ELA instruction for 6th grade students to address the needs of the students coming from different feeder schools. We will continue to utilize a Reading and Writing Workshop model in the ELA classroom. Teachers will explicitly teach the habits and techniques of accomplished readers and writers. Teachers must continue to provide students experiences and practices that will foster internalization of all that has been learned. Teachers are to prepare a yearly plan of instruction that incorporate that specified curriculum for the grade while closely assessing and addressing the needs of the students (whole group, small group and individual). Teachers must use the data of the interim assessment and in-house assessment effectively in order to provide accurate information to the instructional process.

Rationale for Continuation/Modification:

In recent years, we have made significant improvement in addressing the needs of the students that were far below the standard; however, due to 2009-10's performance, we must continue to address the needs of students partially meeting the standards in order to meet AYP. Therefore, the rational for continuation/modification will be implemented:

- We will carefully analyze data to identify students for participation in AIS/ Literacy Lab.
- We will increase our parent outreach to ensure that students below the standards are enrolled in SES programs.
- We will monitor closely student work and analyze data from interim assessment and other diagnostic tests.
- We will ensure horizontal and vertical common planning sessions.
- We will enhance the classroom libraries in order to address the needs of specific groups of students i.e., boys.

Critical Issues:

- There is a need for differentiated professional development and monitoring of professional growth of all ELA teachers.
- We must continue to address the needs of all teachers as 'Teachers of Reading'.
- We must identify opportunities for interdisciplinary activities which will foster and internalize reading habits and skills.
- We must identify effective programs for addressing the needs of our English Language Learners.
- We must continue to deliver professional development and one-on-one teacher assistance in the LEP/SWD classrooms to incorporate specific strategies to address the needs of the students.

Strategies and Activities for Improvement and/or Enrichment

The Department of Education's *Comprehensive Approach to Balanced Literacy* is the curriculum being used in all New York City schools. In 2004, our school adapted the NCEE's America's Choice Model as the partner organization that will guide us in the phasing in of the *Comprehensive Approach to Balanced Literacy*. Since then, we have continued to implement the components of The America's Choice Balanced Literacy Model in all language arts classrooms. This model calls for teachers to explicitly teach the habits and techniques of accomplished reader's and writers. In addition, we have incorporated the text, *Elements of Literature* to provide the students with the experiences and practices that will foster internalization of all that has been learned. Teachers are to prepare a yearly plan of instruction that incorporates the specified curriculum for the grade while closely assessing and addressing the needs of students (whole group, small group and individual). This will be accomplished through the use of data from formal and informal assessments. The data will be obtained from results on the NYS standardized assessments, periodic assessments, Diagnostic Reading Assessment (DRA) and student portfolios.

During the 2010-2011 school year, the school will be phasing stage 3 of the model for reading and writing. Key components include:

- Assessment
 - DRA grades 6-8 – TAN Notebooks
 - Response to Literature
 - Periodic Assessments: Scantron and Acuity
 - Individual Conferences
 - Student Portfolios
 - Group discussion in Literature Circle
- Structure of Workshop Model
 - Opening- Whole group instruction- May be Mini-Lesson, shared reading, or read aloud.

- Work Time – Small group and individualized instruction – May include guided reading, group activities and conferring.
- Closing – Whole group – May include a share out, reflection and /or summary of learning and understanding.
- 90 minute Literacy blocks will be in place for all classes
- Balanced Literacy across content areas will be used to enforce concepts of comprehension, vocabulary and fluency.
- Classroom libraries will include fiction, non-fiction, mystery, etc., and will be leveled by genres and reading ability.
- Intensive Professional development focusing on AIS, Performance Standards, components of the America’s Choice Workshop Model , Rituals Routines, readers and writers workshop including response to Literature, Author Studies, Literature Circles, Work Stations, Guided Reading shared reading/writing, independent reading paired reading/writing, Read Alouds.

DATA SOURCE: THREE-YEAR ANALYSIS OF MATH PERFORMANCE
TRENDS FOR TOTAL SCHOOL

MATHEMATICS

TOTAL SCHOOL - ALL TESTED STUDENTS								
MATHEMATICS PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	74	14	232	43.9	149	28.2	73	13.8
2009	15	2.8	111	20.5	339	62.5	77	14.2
2008	54	10.4	165	38	238	45.9	62	11.9
2007	89	17	210	40.1	188	35.9	37	7.1

Total School Trends: There has been an increase in the percentage of all tested students scoring level 1 and 2 and a decrease in the percentage of students scoring at levels 3, and 4. The percentage of students scoring at level 1 increased from 2.8% to 14% (+11.2). The percentage of students scoring at Level 2 increased from 20.5% to 43%(+22.5). Students scoring at Level 3 decreased from 62.5% to 28.2% (-34.3) and there was a decrease from 14.2% to 13.8%(-0.4) students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at or above level 3. However, an analysis of **MATHEMATICS TOTAL SCHOOL** performance for **all-tested students** indicates that our three year progress declined which means there is an intense need for strengthening the skills of all students in Mathematics. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

THREE-YEAR STUDENT PERFORMANCE TRENDS IN MATHEMATICS
DISAGGREGATED BY GRADE

GRADE 6 MATHEMATICS

GRADE 6 – ALL TESTED STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	13	10	40	30	39	29	42	31
2009	10	5.3	51	27.1	91	48.4	36	19.1
2008	10	5.6	53	29.4	91	50.6	26	14.4
2007	12	7.7	40	25.8	74	47.7	29	18.7

Grade Six All Students Trends: There has been an increase in the all tested students scoring level 1 and 2 and a decrease in the number of students scoring at levels 3, and 4. The percentage of students scoring at level 1 increased from 5.3% to 10% (+4.7). The percentage of students scoring at Level 2 increased from 27.1% to 30% (+2.9). Students scoring at Level 3 decreased from 48.4% to 29% -19.4) and the percentage of students scoring at level 4 increased from 19.1% to 31% (+11.9). From 2007-2009, there was a decrease in the number of students scoring at levels 1 and a significant increase in the number of students performing at or above level 2. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Mathematics. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

GRADE 6 – LIMITED ENGLISH PROFICIENT MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	0	0	9	45.0	10	50.0	1	5.0
2009	6	10.3	27	46.6	23	39.7	2	3.4
2008	3	8.6	15	42.9	16	45.7	1	2.9
2007	5	19.2	8	30.8	12	46.2	1	3.8

Grade Six English Language Learner Trends: There has been a decrease in the percentage of all tested students scoring level 1 & 2 and an increase in the percentage of students scoring at levels 3 and 4. The percentage of students scoring at level 1 decreased from 10.3% to 0% (-10.3). The percentage of students scoring at Level 2 decreased from 46.6% to 45.0% (-1.6). Students scoring at Level 3 increased from 39.7% to 50% (+10.3) and the percentage of students performing at level 4 increased from 3.4% to 5.0%. Over a three-year period from 2007–2009, the percentage of LEPs scoring at Level 1 on the Math assessment decreased from **19.2%** to **10.3%** (-8.9). Currently there are no students performing at level 1. The percentage of Level 2 students increased from **30.8%** to **46.6%** (+15.8). The percentage of students scoring at Level 3 decreased from **46.2%** to **39.7%** (-6.5%). The percentage of students scoring at Level 4 decreased from **3.8%** to **3.4%** (-0.4). An analysis of this three-year trend in **Math-Grade 6** performance for **LEPS** indicates an overall positive trend in student progress as a significant percentage of Level 1 students moved to Level 2. However, the % of students performing at level 3 has decreased from **46.2%** to **39.7%** (-6.5). The % of students scoring at Level 4 has also decreased from **3.8%** to **3.4%** (-0.4). When we look at the entire picture, currently, the majority of 6th grade LEPs are performing at level 3 or level 4. This trend will be addressed by

providing instructional initiatives that strengthen the skills of students scoring at Levels 3 and 4. Additionally, targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 will be accelerated.

GRADE 6 - STUDENTS WITH DISABILITIES MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	2	22.2	5	55.6	2	22.2	0	0
2009	5	20.8	11	45.8	8	33.3	0	0
2008	0	0	8	53.3	6	40	1	6.7
2007	7	77.8	1	11.1	1	11.1	0	0

Students With Disabilities (SWD) Trend: There has been an increase in the percentage of all tested students scoring level 1 and 2 and a decrease in the percentage of students scoring at levels 3. The percentage of students scoring at level 1 increased from 20.8% to 22.2% (+1.4). The percentage of students scoring at Level 2 increased from 45.8% to 55.6% (+9.8). Students scoring at Level 3 decreased from 33.3% to 22.2 (-11.1) and there were no students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Mathematics. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency. We will continue to identify additional differentiated instructional initiatives in order to address the needs of SWD students and make progress towards meeting state standards in mathematics.

**GRADE 6
OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS**

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

Six of six groups have met AYP in mathematics.

Strengths: Sixth graders performed well on Geometry, Number Sense and General Operations.

Weaknesses: Sixth grade students demonstrated to have difficulty when writing clear explanations. Also they have difficulty describing a pattern, incorrect use of formulas. They also showed weakness when rounding and estimating.

Effectiveness of Curriculum

The Impact Mathematics Curriculum has been implemented consistently over the past years at IS 349. Our sixth grade teachers are familiarized and have shown improvement in the delivery of instruction. They follow the pacing schedule and focus their instruction addressing the pre and post march benchmarks.

- Continue the support to all teachers in a vertical articulation meetings among all math teachers, amplifying their content knowledge and instructional strategies in specific skills
- Teachers will participate in monthly sessions to analyze students’ work, creating and understanding the effectiveness of implementing rubrics in the math classrooms.
- Ensure that teachers are planning using the March to March skill pacing schedules.
- Increase the content literacy opportunities using library books, textbooks and other resources for student to negotiate with the text.
- Mathematics AIS will provide students in Tier one and two to accelerate the sixth grade students performance in all math concepts, skills, and problem solving.
- Increase the student writing opportunities in the content area
- Increase student accessibility in technology programs; such as Game 24, Scantron, Acuity, and Destination Math

Root Causes/Contributing Factors/Significant Findings:

- There is a need to increase the use of data to inform differentiated instruction and create effective action plans.
- There is a need for the systemic use of teacher-student conferencing regarding setting goals.
- There is a need to intensify the sharing of Best Practice as it relates to the teaching of the following:
 - Integers
 - Fractions
 - Content Academic Language – Math Vocabulary
 - Operations with conceptual Understanding
 - Estimation
- We must continue professional development on the Data Analysis. Teachers must fully understand how to work with item skilled analysis to effectively differentiated instruction.
- Subject supervisors, coaches and lead teachers must continue to support vertical articulation. We must look at student work sixth thru eighth to identify areas of strengths /weakness in order to accelerate achievement. Therefore, we must common planning time, schedule per session activities and observations to facilitate vertical articulation and follow up.

IMPLICATIONS FOR THE GRADE 6 INSTRUCTIONAL PROGRAM

- Use of data to inform differentiated instruction and create effective action plans
- Conferencing with students regarding setting goals
- Periodically review and analyze the following:
 - Monthly grade wide-exams
 - Student work folders
 - Observation of Instructional Practices
 - Scantron, Acuity, nySTART, ARIS Data
 - Delivery of Academic Intervention Services

- The Instructional Leaders must provide timely and appropriate Professional Development

- The sharing of “best practices” for accelerating achievement to meet the standards
- Continuation of programming a minimum of eight instructional periods per week
- The continued implementation of the Mathematics Workshop Model
- Continued provision of Academic Intervention Services to ALL students not meeting standards
- Professional Development to implement the Workshop Model
- Professional Development in differentiated instruction to address individual student needs
- Teachers will use the technology lab to reinforce math strategies acquired during content area instruction. Periodic Assessments and nySTART will provide instructional emphasis on student’s strengths and weaknesses and to assist in the grouping of students.
- Subject content libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied.

Evaluation of the Effectiveness of the Grade 6 Curriculum and Instruction

- Continue the support to all teachers in a vertical articulation meetings among all math teachers, amplifying their content knowledge and instructional strategies in specific skills
- Teachers will participate in monthly sessions to analyze students’ work, creating and understanding the effectiveness of implementing rubrics in the math classrooms.
- Ensure that teachers are planning using the March to March skill pacing schedules.
- Increase the content literacy opportunities using library books, textbooks and other resources for student to negotiate with the text.
- Mathematics AIS will provide students in Tier one and two to accelerate the sixth grade students performance in all math concepts, skills, and problem solving.
- Increase the student writing opportunities in the content area
- Increase student accessibility in technology programs; such as *Game 24, Aquity and Scantron, and Destination Math.*

Grade 7: MATHEMATICS

GRADE 7 - ALL STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	28	14	77	39	66	34	24	12
2009	1	0.5	33	18.1	130	71.4	18	9.9
2008	8	5.0	26	16.1	92	57.1	35	21.7
2007	26	14.9	78	44.8	63	36.2	7	4.0

Grade Seven All Students Trends: There has been an increase in the percentage of all tested students scoring level 1 and 2 and a decrease in the total percentage of students scoring at levels 3, and 4. The percentage of students scoring at level 1 increased from 0.5% to 14% (+13.5). The percentage of students scoring at Level 2 increased from 18.1% to 39%(+20.9). Students scoring at Level 3

decreased from 71.4% to 34% (-37.4) and there was an increase in the percentage of students scoring at level 4 from 9.9% to 12%(+2.1). From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the total percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Mathematics. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

GRADE 7 – LIMITED ENGLISH PROFICIENT MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	6	11.3	29	54.7	16	30.2	2	3.8
2009	0	0	12	33.3	21	58.3	3	8.3
2008	4	14.8	9	33.3	13	48.2	1	3.7
2007	12	30	22	55.0	6	15.0	0	0

Grade Seven English Language Learners Trends: There has been an increase in the percentage of all tested students scoring level 1 and level 2 a decrease in the percentage of students scoring at levels 3 and 4. The percentage of students scoring at level 1 increased from 0% to 11.3% (+11.3). The percentage of students scoring at Level 2 increased from 33.3% to 54.7% (+21.4). Students scoring at Level 3 decreased from 58.3% to 30.2% (-28.1) and the percentage of students scoring at level 4 decreased from 8.3% to 3.8% (4.5). Over a three-year period from 2007–2009, the percentage of LEPs scoring at Level 1 on the Math assessment decreased from 30% to 0% (-30.0). Currently there are no level 1 LEP students. The percentage of Level 2 students decreased from 55% to 33.3% (-21.7). The percentage of students scoring at Level 3 increased from 15.0% to 58.3% (+43.3%). The percentage of students scoring at Level 4 increased from 0% to 8.3% (+8.3). An analysis of this three-year trend in **MATH-Grade 7** performance for **LEPS** indicates an overall positive trend in student progress as a noteworthy percentage of Levels 1 and 2 moved to Level 3 as indicated by a 43.3% increase in students achieving state standards. Instructional initiatives that promote progress in academic language and mathematical skills will be accelerated in order to regain this positive trend in LEP student performance and increase the percentage of students scoring at Levels 3 and 4.

GRADE 7 – STUDENTS WITH DISABILITIES MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	13	52	8	32	3	12	1	4
2009	0	0	5	33.3	9	60	1	6.7
2008	7	63.6	4	36.4	0	0	0	0
2007	12	48.0	13	52.0	0	0	0	0

Grade Seven Students With Disabilities (SWD) Trend: There has been an increase in the percentage of all tested students scoring level 1 and a decrease in the percentage of students scoring at

levels 2, 3, and 4. The percentage of students scoring at level 1 increased from 0% to 52% (+52). The percentage of students scoring at Level 2 decreased from 33.3% to 32%(-1.3). Students scoring at Level 3 decreased from 60% to 12 (-48) and the percentage of students scoring at level 4 decreased from 6.7% to 4%(2.7). From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and a significant increase in the percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Mathematics. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency. We will continue to identify additional differentiated instructional initiatives in order to address the needs of SWD students and make progress towards meeting state standards.

GRADE 7 OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS

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

Six of six groups have met AYP in mathematics.

Strengths:

Seventh graders were strong on Algebraic Operations, solving linear equations, basic operations, and a good number sense competency.

Weaknesses:

Some seventh graders continue to struggle solving proportions and providing clear explanations. Also they continue to have problems in rounding and estimation. Prime factorization and academic vocabulary are other struggling concerns that are shown.

Effectiveness of Curriculum:

- Continue the support to all teachers in a vertical articulation meetings among all math teachers, amplifying their content knowledge and instructional strategies in specific skills
- Teachers will participate in monthly sessions to analyze students’ work, creating and understanding the effectiveness of implementing rubrics in the math classrooms.
- Ensure that teachers are planning using the March to March skill pacing schedules.
- Math lead teacher and coach will work closely with the seventh grade math teachers and students to ensure that all efforts are made to improve students’ academic performance.
- Increase the content literacy opportunities using library books, textbooks and other resources for student to negotiate with the text.
- Mathematics AIS will provide students in Tier one and two to accelerate the seventh grade students performance in all math concepts, skills, and problem solving.
- Increase the student writing opportunities in the content area
- Increase student accessibility in technology programs; such as Game 24, periodic assessments Destination Math.
- All math teachers will receive intensive professional development in the use of calculators to integrate calculators as an effective instructional tool.

Root Causes/Contributing Factors/Significant Findings:

- There is a need to increase the use of data to inform differentiated instruction and create effective action plans.
- There is a need for the systemic use of teacher-student conferencing regarding setting goals.
- There is a need to intensify the sharing of Best Practice as it relates to the teaching of the following:
 - Integers and Fractions
 - Content Academic Language – Math Vocabulary
 - Estimation
- We must continue professional development on the Data Analysis. Teachers must fully understand how to work with item skilled analysis to effectively differentiated instruction.

Subject supervisors, coaches and lead teachers must continue to support vertical articulation. We must look at student work sixth thru eighth to identify areas of strengths /weakness in order to accelerate achievement. Therefore, we must common planning time, schedule per session activities and observations to facilitate vertical articulation and follow ups.

Effectiveness of Curriculum:

- Continue the support to all teachers in a vertical articulation meetings among all math teachers, amplifying their content knowledge and instructional strategies in specific skills
- Teachers will participate in monthly sessions to analyze students' work, creating and understanding the effectiveness of implementing rubrics in the math classrooms.
- Ensure that teachers are planning using the March to March skill pacing schedules.
- Math lead teacher and coach will work closely with the seventh grade math teachers and students to ensure that all efforts are made to improve students' academic performance.
- Increase the content literacy opportunities using library books, textbooks and other resources for student to negotiate with the text.
- Mathematics AIS will provide students in Tier one and two to accelerate the seventh grade students performance in all math concepts, skills, and problem solving.
- Increase the student writing opportunities in the content area
- Increase student accessibility in technology programs; such as Game 24, periodic assessments, and Destination Math.
- All math teachers will receive intensive professional development in the use of calculators to integrate calculators as an effective instructional tool.
-

Summary of Data Analysis/Findings- Grade 7 Mathematics:

Analysis of the Grade 7 assessment Test reveals that there was a 13.5% increase in the total number of low performing students scoring far below the standards (Level 1), and there was no significant difference in percentage of students in 2010 than in 2009 scoring at levels 3 and 4. (56% in 2010 and 81.3% in 2009)

There were four Special Education students who scored at or above the standard (Level 3 or 4) in 2010 and ten students in 2009. There is a significant gap between the General Ed./Special Ed. effectiveness

of curriculum and instruction, including Academic Intervention Services. This is a significant negative trend that calls for corrective action.

Implications for the Grade 7 Instructional Program:

- Periodically review and analyze the following:
 - 1) Monthly grade wide-exams
 - 2) Student work folders
 - 3) Observation of Instructional Practices
 - 4) Scantron, Acuity, nySTART Data
 - 5) Delivery of Academic Intervention Services
 - 6) The Instructional Leaders must provide timely and appropriate Professional Development

- The sharing of “best practices for accelerating achievement to meet the standards
- Continuation of programming a minimum of eight instructional periods per week
- The continued implementation of the Mathematics Workshop Model
- Continued provision of Academic Intervention Services to ALL students not meeting standards
- Professional Development in differentiated instruction to address individual student needs
- Teachers will use the technology lab to reinforce math strategies acquired during content area instruction. Periodic assessments will provide instructional emphasis on student’s strengths and weaknesses and to assist in the grouping of students.
- Subject content libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied.

Grade 8: MATHEMATICS

GRADE 8 - ALL STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	33	17	115	58	44	22	7	4
2009	4	2.3	27	15.7	118	68.6	23	13.4
2008	36	20.2	86	48.3	55	30.9	1	0.6
2007	51	26.2	92	47.2	51	26.2	1	0.5

Grade Eight All Tested Students Trend: There has been an increase in the all tested students scoring level 1 and 2 and a decrease in the percentage of students scoring at levels 3, and 4. The percentage of students scoring at level 1 increased from 2.3% to 17% (+14.7). The percentage of students scoring at Level 2 increased from 15.7% to 58% (+42.3). Students scoring at Level 3 decreased from 68.6% to 22% (-46.6) and there was a decrease in the percentage of students scoring at level 4 from 13.4% to 4%(-9.4). From 2007-2009, there was a decrease in the number of students scoring at levels 1 & 2 and, a significant increase in the total number of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the skills of all students in Mathematics. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services

and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency.

GRADE 8 – LIMITED ENGLISH PROFICIENT MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	2	5.5	13	36.1	20	55.6	1	2.8
2009	4	13.3	7	23.3	18	60	1	3.3
2008	11	30.6	9	25.0	16	44.4	0	0
2007	16	37.2	20	46.5	7	16.3	0	0

Grade Eight English Language Learners Trends: There has been a decrease in the percentage of all tested students scoring level 1 and an increase in the percentage of students scoring at levels 2 and 3. The percentage of students scoring at level 1 decreased from 13.3% to 5.5% (-7.8). The percentage of students scoring at Level 2 increased from 23.3% to 36.1% (+12.8). Students scoring at Level 3 decreased from 60% to 55.6% (-4.4) and the percentage of students scoring at level 4 decreased from 3.3% to 2.8% (-0.5). Over a three-year period from 2007 –2009, the percentage of LEPs scoring at Level 1 on the Math assessment decreased from **37.2%** to **13.3%** (-23.9). The percentage of Level 2 students decreased from **46.5%** to **23.3%** (-23.2). The percentage of students scoring at Level 3 increased from **16.3%** to **60%** (+43.7). The percentage of students scoring at Level 4 increased from **0%** to **3.3%**(+3.3). An analysis of this three-year trend along with our 2010 results in **ELA-Grade 8** performance for **LEPS** indicates a positive trend as students progress from Levels 1 and 2 to Level 3 and 4. Therefore, instructional initiatives that reinforce and strengthen academic language and mathematical skills for students scoring at Level 3 and 4 will be identified while continuing to promote ESL scaffolding strategies in order to accelerate this positive trend in student achievement for students scoring at Levels 1 and 2.

GRADE 8 – STUDENTS WITH DISABILITIES MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	8	36.4	13	59.1	1	4.5	0	0
2009	2	12.5	6	37.5	8	50	0	0
2008	18	60	11	36.7	1	3.3	0	0
2007	8	40.0	12	60.0	0	0	0	0

Grade Eight Students with Disabilities (SWD) Trend: There has been an increase in the percentage of all the tested students scoring level 1 and 2 and a decrease in the percentage of students scoring at level 3. The percentage of students scoring at level 1 increased from 12.5% to 36.4% (+23.9). The percentage of students scoring at Level 2 increased from 37.5% to 59.1(-21.6). Students scoring at Level 3 decreased from 50% to 4.5% (45.5) and there were no students scoring at level 4. From 2007-2009, there was a decrease in the percentage of students scoring at levels 1 & 2 and, a significant increase in the percentage of students performing at or above level 3. However, an analysis of this data shows that our three year progress declined which means there is an intense need for strengthening the

skills of all students in Mathematics. Targeted initiatives that address the specific needs of students will be accelerated. There is also a need to intensify academic intervention services and accelerate the work of the Inquiry Team to develop strategic initiatives and identify effective programs to target those students that remain below proficiency. We will continue to identify additional differentiated instructional initiatives in order to address the needs of SWD students and make progress towards meeting state standards.

GRADE 8

OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS

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

Six of six groups have met AYP in mathematics.

Strengths:

Eighth graders were strong in algebraic operations; factoring, division, multiplication, and addition. They performed well in basic coordinate system operations: graphing, including using the slope intercepts to graph a line.

Weaknesses:

Errors on items can be attributed to poor competency on operations with integers. Students had difficulty proportion problems and translating verbal expressions/statements. They also have problems in plotting coordinates incorrectly, labeling axis and using the Pythagoras theory. Generally, students were below standards in problem solving strategies, and were unable to express meaning due to the lack of strong math vocabulary and weak reading competencies.

Effectiveness of Curriculum:

- Continue the support to all teachers in a vertical articulation meetings among all math teachers, amplifying their content knowledge and instructional strategies in specific skills
- Teachers will participate in monthly sessions to analyze students' work, creating and understanding the effectiveness of implementing rubrics in the math classrooms.
- Ensure that teachers are planning using the March to March skill pacing schedules.
- Math lead teacher and coach will work closely with the seventh grade math teachers and students to ensure that all efforts are made to improve students' academic performance.
- Increase the content literacy opportunities using library books, textbooks and other resources for student to negotiate with the text.
- Mathematics AIS will provide students in Tier one and two to accelerate the seventh grade students performance in all math concepts, skills, and problem solving.
- Increase the student writing opportunities in the content area
- Increase student accessibility in technology programs; such as Game 24, Periodic Assessments, and Destination Math.
- All math teachers will receive intensive professional development in the use of calculators to integrate calculators as an effective instructional tool.

Root Causes/Contributing Factors/Significant Findings:

- There is a need to increase the use of data to inform differentiated instruction and create effective action plans.
- There is a need for the systemic use of teacher-student conferencing regarding setting goals.
- There is a need to intensify the sharing of Best Practice as it relates to the teaching of the following:
 - Operations with conceptual understanding
 - Integers and Fractions
 - Content Academic Language – Math Vocabulary
 - Estimation
- There were no new mathematics teachers in the 2009-2010 school year. We were able to loop our math teachers with the class from the previous year. There will be a continuation of support to these teachers in *Teaching and Learning* through composite and intervisitation observations. Ongoing professional development will be provided to support the curriculum during the work period of the workshop model. Students will be provided with the adequate and immediate support to enhance their ability to do mathematics.
- We must continue professional development on the Data Analysis. Teachers must fully understand how to work with item skilled analysis to effectively differentiated instruction.
- Subject supervisors, coaches and lead teachers must continue to support vertical articulation. We must look at student work sixth thru eighth to identify areas of strengths /weakness in order to accelerate achievement. Therefore, we must common planning time, schedule per session activities and observations to facilitate vertical articulation and follow ups.

PROGRESS REPORT TRENDS - MATH

Mathematics Student Performance		
Years	Median Proficiency	% of Students at Proficiency
2009-10	2.77	42.4%
2008-09	3.40	77.1%

Analysis of Math Student Performance Trend: Over a two-year period from 2008-09 to 2009-10 regarding the median student proficiency score for Math there was a -0.63 decrease in the median proficiency. The percentage of students performing at proficiency decreased from 77.1% to 42.4% which was a 34.7% decrease. This trend analysis for Math of the median proficiency indicates that IS 349 must readdress its instructional program, placing emphasis on data to help the school to move in a positive direction and close the gap relative to its peer horizon. It is anticipated that for 2010-11 IS 349 will be back on top of the peer horizon.

Mathematics Student Progress		
Years	% of ALL Students Making Progress ≥ 1Year	% of Lowest 1/3 Making Progress ≥ 1Year
2009-10	61.0%	70.5%

2008-09	65.2 %	80.8%
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Analysis of Math Student Progress Trend: Over a two-year period from 2008-2009 and 2009-10 regarding student progress for Math, the percentage of **ALL Students Making \geq 1Year Progress** decreased from 65.2% to 61% which was a 4.2% decrease. In 2008-09, IS 349 moved to the maximum of the peer horizon. However, the progress that was made declined in 2009-2010. This trend analysis for Math of Math Student Progress based on the Progress Report indicates that IS 349 must readdress its instructional program, placing emphasis on data and make efforts to move in a positive direction regaining its maximum position in relation to its peer horizon.

IMPLICATIONS FOR THE INSTRUCTIONAL PROGRAM

Progress Report Implications: Based on an analysis of the Progress Report Data for math, there is a need to address the small decrease in the percentage of ALL students making at least 1 year of progress. There is a need to identify all level 3 students that did not achieve 1 year progress. An additional inquiry team will identify the root causes and they will create action plans to address the needs of this targeted population.

Additional implications include the periodically review and analyze the following:

- Monthly grade wide-exams
- Student work folders
- Observation of Instructional Practices
- Scantron, Acuity, nySTART Data
- Delivery of Academic Intervention Services
- The Instructional Leaders must provide timely and appropriate Professional Development
- The sharing of “best practices” for accelerating achievement to meet the standards
- Continuation of programming a minimum of eight instructional periods per week
- The continued implementation of the Mathematics Workshop Model
- Continued provision of Academic Intervention Services to ALL students not meeting standards
- Professional Development in differentiated instruction to address individual student needs
- Work on the performance levels of at-risk students
- Provide supplementary programs for all ELL students
- Provide programs for Special Education students
- Provide additional AIS services
- Establish a reading/math lab class
- Coordinate with district and colleges for staff enrichment
- Provide added parent workshops
- Teachers will use the technology lab to reinforce math strategies acquired during content area instruction. Periodic assessments will provide instructional emphasis on student’s strengths and weaknesses and to assist in the grouping of students.
- Subject content libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied.

STRATEGIES AND ACTIVITIES FOR IMPROVEMENT AND/OR ENRICHMENT

The Mathematics program of I.S. 349 serves all students in Grades 6 through 8, including students with special needs and English Language Learners. In keeping with the Children First Balanced Mathematics Initiative, Impact Mathematics will be implemented in grades 6 and 7. Grade 8 will follow the Math Advantage program. Instruction will be delivered by way of the Workshop Model. Students who are not on grade level will receive Academic Intervention Services through a “push-in” program, after-school program and/or Saturday Institute.

To build directly on the National Council of Teachers of Mathematics Curriculum Standards which focuses on skills of conceptual understanding and a development of higher order thinking skills our strategies will include opportunities for mathematical exploration, investigation and design and production of projects.

For I.S. 349, the basic course of study will focus on the New York State Core Curriculum together with the New York City Performance Standards, Grades 6-8. Instruction will also be guided by data – data from summative assessments such as State tests and reported in the Grow Report, data from formative assessments such as Scantron and Acuity, departmental and teacher-generated tests.

To ensure that teachers are well equipped for the challenging task before them there will be Professional Development spearheaded and facilitated by the Math Coach and Math Supervisor. There will also be inter-visitations, study groups and departmental meetings to address curriculum and instructional issues. To help in achieving the aim of applying mathematics to real life situations teachers of mathematics will be teamed with teachers in the other content areas so that they will have common planning time to incorporate mathematics in other subject areas and apply their knowledge to real life situations.

To aid students in doing their best on test day(s), thus optimizing their scores, teachers will coach their students in test-taking strategies. Throughout the school year there will be periodic Practice Tests and teachers will also use data from these tests to modify instruction.

Professional Development:

All teachers will be signed for professional development workshops given by central personnel and the Community LSO. In addition, all staff will be encouraged to participate in professional development sessions provide by the school. The professional development will be concentrated in the following areas:

- Utilizing data to inform differentiated instruction and create effective action plans.
- The use of teacher-student conferencing regarding setting goals.
- Lesson Planning
- Differentiated Instruction
- Classroom Management Strategies and Behavioral Modification Techniques in the workshop model
- Classroom Inter-visitation & School Intervisitations
- Analyzing Student needs
- Infusing technology across the curriculum
- Strategies and techniques for preparing students to succeed on standardized exams
- Professional growth
- Assessing student work using standards based rubrics

- Implementing various strategies and recommendations offered in all subject areas by Network Support Specialists

AIS: Academic Intervention Services will be done for all sub-groups; the focus will be on level 1 and 2 students to accelerate their level of performance in the identified area. The following measures will be taken:

- Itemized data collected from in-house and state assessments allow for alignment of instruction and individual student needs.
- Portfolios will be kept to assess student progress in math.
- Instructional material will address NYS standards
- The 37 ½ minute instructional program will target the at risk population of each subgroup with skill based instruction on mathematics.
- Test sophistication will be provided to enhance student achievement.

Parent Involvement: We believe academic achievement is directly related to parental involvement. To encourage parents to become advocates of education and foster the relationship between school and home we have taken the following measures:

- Parents will receive necessary information about the academic and general school goals concerning their children and be invited to attend scheduled workshops so that they can become partners in the creation of individual student specific goals and progress in each of the content areas.
- Monthly calendars informing parents of upcoming events which includes interim exam, in-house assessment, high school articulation meetings CEC meetings, and Citywide meetings
- Parents will be an integral part of the School Leadership team.
- Parents will be part of a walkthrough team to access instructional program and provide input for possible solutions in major areas of concern.
- Parents will participate in activities which will improve their knowledge-base and skills in reading and writing as it relates to our instructional program and their daily lives.
- The Parent Coordinator will help facilitate our outreach efforts to inform and organize for action the parents of our school community.

Student Support Services: We believe can increase their academic achievement if we fully support and address their social, emotional and academic needs. In order to address the needs of the students, the following services are provided:

- Counseling is an integral part of our support system. Our counselors will provide: family counseling, individual counseling and small group counseling to address the needs of our students.
- Our attendance team will address the needs of students at risk of not meeting the NYC promotional standards of 90%. In addition to the attendance coordinator, attendance teacher, and family worker, our collaboration with the AIDP/ United Way program will help us achieve our goals and provide valuable outreach services to our identified cohort.
- Supplemental Educational programs will address the needs of all our students to increase their proficiency level in reading and writing. These services will consist of small group instruction afterschool and on one-on-one instruction at home.

Use of Technology: IS 349 will provide state of the art technological resources in its daily instructional activities. It is constantly upgrading resources to provide the best academic environment including: file and print servers, mobile laptop cart, and existing technology labs. Each student is

programmed to be able to acquire the present skills necessary to be literate in our technological world. They will engage in interdisciplinary activities using technology as an underlying support mechanism. These activities will include:

- Research
- Visual presentations
- Data manipulation
- Mathematical conceptualization of charts, graphs and word problems

In addition teachers are going to be using technology as a mode of instruction.

Extended day, Saturday, summer programs:

- To further address the needs of students acquiring academic success IS 349 has created programs to address the need of our overage population and our English Language Learners (ELLs). These per-session Saturday activities will consist of family counseling, individual counseling, reading and writing workshops and ESL classes for parents and students.
- The Extended day, will begin at 8:00am and end at 8:38am Monday through Thursday. Identified students will be engaged in activities to address their individual needs and they will be provided with Test Sophistication activities to improve academic achievement.
- The summer program will reinforce the academic intervention provided throughout the school year while also addressing NYS standards in Mathematics.

SCIENCE

**PERFORMANCE TREND IN SCIENCE BY
THE APPLICABLE SUBGROUPS**

Science Grade 8

GRADE 8 - ALL STUDENTS SCIENCE PERFORMANCE ON STATE ASSESSMENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2009-10	26	45	24	4
2008-09	12	45	42	1

Grade Eight All Students Trends: When compared to previous year, the percentage 2009-10, the percentage of students tested scoring at Level 1 on the Science assessment increased from 12% to 26% (+14). The percentage of students scoring at Level 2 remained at 45%. The percentage of students scoring Level 3 decreased from 42% to 24% (-18). There was an increase in the percentage of students scoring Level 4 from 1% to 4% (+3). Although there an increase in the percentage of students scoring at Level 4, we must also look at the fact that was also a greater increase in the percentage of students performing at Level 1. IS 349 will readdress its instructional program and continue to utilize activities and programs to strengthen the skills of students scoring at Levels 3 & 4 while providing targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2.

GRADE 8 – STUDENTS WITH DISABILITIES SCIENCE PERFORMANCE ON STATE ASSESSMENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	26	45	24	4
2006	71	29	0	0
2005	58	25	17	0

GRADE 8 Science - Students With Disabilities (SWD) Trend: Upon analysis of the 2010 performance of grade 8 SWD on the Science State exam indicates that 26% of the students are performing at level 1. A large percentage (45%) of students is performing at level 2. An analysis of this data indicates that there was some progress in student achievement as indicated by the decrease in the percentage of students performing at Level 1. However, since the majority of all SWDs are performing at or below level 2, student achievement will be accelerated by implementing the new NYC **Science** curriculum through the use of differentiated instructional strategies that will strengthen inquiry skills, literacy skills for science and science content knowledge in order to address the specific needs of SWDs.

GRADE 8 – LEPs SCIENCE PERFORMANCE ON STATE ASSESSMENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2009-10	12	25	5	0
2008-09	53	47	0	0

GRADE 8 Science- Limited English Proficient (LEP) Trend: Over a two-year period, the percentage of LEPs scoring at **Level 1** in **science** has decreased whereas the majority of LEP students are scoring Level 2 & 3. An analysis of this trend in Grade 8 **Science** for **LEPS** indicates that we must continue to address the curriculum and instruction for improvement. Student achievement will be accelerated by implementing the NYC Science curriculum in order to strengthen inquiry skills, literacy skills in science, academic language for LEPs and **science** content knowledge. Additionally, supplemental activities and programs that strengthen the science skills of all students will be identified, while continued efforts will be made to accelerate targeted instructional initiatives that address the specific needs of LEP students scoring at Levels 1 and 2.

GRADE 8 OVERALL SUMMARY OF NEEDS ASSESSMENT IN SCIENCE

Specific Areas of Strengths:

One of the areas of strength is our state of the arts science lab. Students in the 8th grade have an opportunity to do inquiry base activities to develop their knowledge base and skills as they explore the world of science. In addition, the assistance of a Paraprofessional provides much needed intervention to students in need of academic intervention. Another strength of the instructional

program allows students to complete as a graduation requirement a exit project in science. Students have the opportunity with the integration of technology in a Saturday academy to do research and complete all parts of the assignment, including practicing their presentation skills.

Weaknesses:

There is a general need for more license teachers of science in the middle school. There needed to be a movement from text base instruction to a more integrated approach which includes numerous opportunities for hands on inquiry based lessons. There needs to be a vertical alignment and professional development for all teachers of science.

Analysis of the Effectiveness of Curriculum and Instruction:

We must continue to have professional development to address reading comprehension strategies needed by students for positive achievements on state assessments. We must continue to provide academic intervention services in order to accelerate achievements in science and to help students with exit projects.

Identification of Root Causes:

- There in an enormous need for more funds to provide students with a Saturday program and more technology resources to increase their performances in the science assessments.
- There is a need to upgrade all science classrooms in order to provide additional hands on experiences to improve student achievement.
- We will need to enhance our science libraries in all science classrooms.
- There must be vertical articulations and professional development on a integrated approach to teaching science as inquiry based.
- We must support our ELLS population with the following :
 - Equip a science bilingual classroom with science equipment and furniture; such as microscopes, and balances.
 - Purchase science instructional material in the native language to support the instructional program.
 - Ensure ELLS participate on trips relevant to the science curriculum (Botanical Garden, Museum of Natural History)

IMPLICATIONS FOR THE INSTRUCTIONAL PROGRAM

IS 349 instructional programs will continue to use the Five E’s instructional model to assist students in improving their academic performance in Science. The new Science curriculum mapping for sixth grade will also be followed for developing units of study. In addition, New York City granted us with additional resources to enhance our science laboratories to allow students to participate in experiments and explorations of concepts and ideas.

Professional development will continue to include reading comprehension strategies in content area and preparation for state assessments. Teachers of special needs and ELL students will participate in professional development activities, such as Quality Teaching fro English Learners.

We will continue to provide Academic Intervention Services in order to accelerate achievement in Science and to help students with Exit Projects. There in an enormous need for more funds to provide students with a Saturday program and more technology resources to increase their performance in the science assessments.

Teachers will use the library and technology lab to support student achievement by providing avenues for research and investigation. In addition, subject content libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied.

We will upgrade all science classrooms to provide additional hands-on experience in order to improve student achievement. Science libraries are in place in all science classrooms.

We will purchase science tables and provided additional resources to facilitate the implementation of a standard based program. There are plans to purchase additional laptops to integrate Technology and Science.

In order for IS 349 continue to support the ELL population, the following actions will be taken:

- Equip a Science Bilingual Classroom with science equipment and furniture; such as microscopes, and balances.
- Purchase science instructional material in the native language to support the instructional program.
- To create opportunities for ELLs to participate on trips relevant to the Science curriculum (Botanical Garden, Museum of Natural History)

STRATEGIES AND ACTIVITIES FOR IMPROVEMENT AND/OR ENRICHMENT

- Central to our goal and objectives is the use of an inquiry-based approach to science instruction as facilitated by the use of well equipped, and well-maintained science labs to deliver inquiry based instruction to all students. The use of FOSS, SEPUP, and DELTA science modules in the labs will foster inquiry-based instruction utilizing well-designed and nationally validated hands-on laboratory activities.
- Grades 6-8 will use the *Science Plus* instructional program, which is aligned with the middle school science performance standards as set forth by the New York State Core Curriculum.
- Students will participate in school-wide, and city-wide Science Fairs, using and applying the scientific skills and concepts learned throughout the year.
- Requiring exit projects on each grade.
- Inquiry based laboratory investigations using the Workshop Model.
- Professional Development for all science teachers including special needs and ELL in data analysis to improve and modify instructional practices. Also ongoing professional development will be provided to assist with the use of FOSS, SEPUP, and DELTA. Training will include the usage of materials, facilitating group activities using the modules, and lab safety.
- Establish Science committee (teachers, A.P, and Network Support Specialists) to develop, align, and create standards setting units of instruction.

SOCIAL STUDIES
THREE -YEAR PERFORMANCE TRENDS IN 8th GRADE
SOCIAL STUDIES FOR ALL STUDENTS AND SWD

Grade 8: Social Studies

GRADE 8 - ALL STUDENTS				
SOCIAL STUDIES PERFORMANCE ON STATE ASSESSMENT				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2009-10	50	15	22	20
2008-09	15	64	21	1
2007-08	26	65	8	0

GRADE 8 - All Students Trend: Over a three-year time period from 2007-09 the percentage of **all-tested students** scoring at **Level 1** in **social studies** increased from 26% to 50% (+24). The percentage of **Level 2** students decreased from 65% to 15% (-50). The percent of students scoring at **Level 3** increased from 8% to 22% (+14). The percent of students scoring at **Level 4** increased from 0% to 20% (+20). An analysis of this three-year trend in **social studies** for **all-tested students** indicates that students are improving slightly. Student achievement will be accelerated by adhering more closely to the NYS Social Studies Learning Standards in order to strengthen, literacy skills for social studies, DBQ analysis and social studies content knowledge while accelerating targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 in order to move students into Levels 3 and 4.

GRADE 8 – STUDENTS WITH DISABILITIES				
SOCIAL STUDIES PERFORMANCE ON STATE ASSESSMENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2009-10	77	15	8	0
2008-09	60	33	7	0
2007-08	62	38	0	0

GRADE 8 - Students With Disabilities (SWD) Trend: Over a three-year period the percentage of **SWDs** scoring at **Level 1** in **social studies** increased from 62% to 77% (+15). The percentage of **Level 2** students decreased from 38% to 15% (-13). The percentage of **Level 3** students increased from 0% to 8% (+8). There are no students scoring at **Levels 4**. An analysis of the three-year trend in **social studies** for **SWDs** indicates a negative trend in student performance as the percentage of students scoring at level 2 declined. Therefore, social studies programs that differentiate instruction will be identified in order to strengthen literacy skills in social studies, DBQ analysis and social studies content knowledge. Additionally, effective academic intervention services that address the specific needs of students scoring at Levels 1 and 2 will be accelerated.

Summary of Data Analysis/Findings- Grade 8 Social Studies:

Strengths:

- Students had a clear understanding of how to use timelines.
- Students effectively analyze political cartoons.
- Students show proficiency in reading maps.

Weaknesses: review of the item skills analysis indicates weakness in the following areas:

- Writing persuasive essays
- Interpreting data from primary sources
- Interpreting and understanding expository texts
- Answering document based questions (DBQs)

Evaluation of the Effectiveness of the Curriculum and Instruction:

- Continue to offer professional development in literacy and reading comprehension to empower teachers in effective instructional methodologies.
- Teachers will participate in monthly sessions to analyze students' work and create student's instructional tasks.
- Ensure that teachers are integrating writing and DBQs tasks in regular basis.
- Literacy lead teacher and coach will work closely with all social studies teachers to support students' learning in the content area.
- Increase the content literacy opportunities using library books, textbooks and other resources for student to negotiate with the text.
- Funds for a social studies Saturday program is needed to service our eight grade population to improve and expand the students' opportunities to excel.

Identification of Root Causes:

- Literacy lead teacher and coach must intensify P.D. with Social Studies teachers as teachers of reading/writing comprehension in the content area.
- On going monthly Departmental Assessment must be created by Lead Social Studies Teachers to identify and remediate students low achievement in the following areas:
 - Responding to inferential questions
 - making prediction and drawing conclusions.
 - Grasping main idea or overall meaning
 - answering document based questions (DBQ's)
 - writing persuasive essays.
- There must be an increase level of articulation between Social Studies and ELA teachers to inform the teaching/learning process.

IMPLICATIONS FOR THE INSTRUCTIONAL PROGRAMS

- QTEL professional development will be offered to teachers to amplify their instructional resources and the use of Scaffolding tasks.
- Provide opportunities for teachers to plan collaboratively to research and align curriculum with standards
- Provide professional development in analyzing test data in order to plan instruction
- Create Social Studies Resources for teachers (DBQs documents, units of study)
- Maintain and support classroom libraries to enhance curriculum

- Follow the pacing calendar and units of study based on state standards
- Continue to use the workshop model to teach social studies concepts to all students in the school including Special Education and ELL students
- Teachers will use the library and technology lab to support student achievement by providing avenues for research. In addition, subject content libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied.
- Purchase social studies instructional material in the native language to support the bilingual instructional program.
- To create opportunities for ELLs to participate on trips relevant to the American History (Ellis Island, Federal Hall National Monument, Museum of Jewish History)

STRATEGIES AND ACTIVITIES FOR IMPROVEMENT AND/OR ENRICHMENT

The social studies program at I.S. 349 serves students in grades 6, 7, and 8. The social studies teachers use a Workshop Model in delivering instruction to all students. To improve upon our instruction, teachers will use the “Backward Design” approach in developing thematic units of instruction that focus on the “Big Ideas” in the social studies. This requires teachers to develop their assessments (in multiple forms), that is what students should know and be able to do, at the beginning of each unit. Such assessments are based on enduring understandings and essential questions that help students arrive at those enduring understandings. Teachers will develop these enduring understandings using a team approach. No social studies teacher will work in isolation from his/her peers in the department. Research suggests many benefits to common planning among colleagues within a department.

In addition to common planning, all social studies teachers will participate in monthly departmental meetings with a clear and meaningful agenda. These meetings will address curriculum and instructional issues. Teachers will also be encouraged to visit the social studies classrooms of other teachers to stay current on what colleagues in the department are doing in their classrooms.

Teachers will increase the focus on analyzing primary and secondary sources and completing projects based on documents and DBQs. Teachers will begin in grade 6 (and continue through grade 8), to complete Document-Based Questions (DBQs). This will help our students increase achievement on the New York State Intermediate Social Studies Test taken at the end of the eighth grade.

To ensure that all social studies teachers are well-equipped to use the “curriculum back-mapping” approach in planning instruction, all teachers in the department will participate in a series of professional development workshops in September. These workshops will require all social studies teachers to develop a sample unit that demonstrates an understanding by the teacher of the principles of backward design planning. A copy of these sample unit plans must be submitted to the social studies subject supervisor.

Professional Development:

All teachers will be signed for professional development workshops given by central personnel and the Community LSO. In addition, all staff will be encouraged to participate in professional development sessions provide by the school. The professional development will be concentrated in the following areas:

- Lesson Planning
- Differentiated Instruction

- Using Data to focus instruction
- Classroom Management Strategies and Behavioral Modification Techniques in the workshop model
- Classroom Inter-visitation & School Intervisitations
- Analyzing Student needs
- Infusing technology across the curriculum
- Strategies and techniques for preparing students to succeed on standardized exams
- Professional growth
- Assessing student work using standards based rubrics
- Implementing various strategies and recommendations offered in all subject areas by Network Support Specialists

GREATEST ACCOMPLISHMENTS

As indicated in the Quality Review below, IS 349’s greatest accomplishments are that the school is organized in an effective and meaningful way, holding all to high expectations. Administrators, coaches, lead teachers and support staff serve as valuable educational and professional resources to raise student performance. Teachers work collaboratively in order to analyze the various data sources and consistently use it to inform instruction.

As a result, the school has made great progress in addressing the issues identified for improvement in the previous Quality Review. The principal has increased staffing, purchased high interest classroom libraries, grouped students into clusters for better differentiation of instruction and purchased a web-based intervention program. The school purchased additional hands-on materials for science and math to increase student engagement and capitalize on their good behavior. Attendance and tardiness are high priorities with a robust system in place to contact homes of students when a child is absent. As the staff continues to develop a deeper understanding of data, they become more adept in the ability to identify students’ strengths and weaknesses. This practice has enabled us to develop effective academic intervention services and Extended Day/ Saturday programs.

Additionally we have hired more teaching staff to reduce the ELL student-teacher ratio. We will also introduce our English language learners to an online program entitled, “Achieve 3000.” This web-based, individualized program is scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

The Inquiry Team has made significant progress meeting the needs of the targeted students. Based on available results from the 2008 English language arts standardized test, twenty-two students were identified, nineteen have made at least one year’s progress and seven students have moved from performance level 2 to performance level 3.

AIDS TO CONTINUOUS IMPROVEMENT

A significant aid to our continuous school improvement can be attributed to the Inquiry team process, which developed and sustained a community of inquiry. Our school community accepted the

responsibility to teach/learn, establish, maintain and assess high standards on a regular basis. As a result of the work of the Inquiry Team work, our school community experienced first hand knowledge that focused intervention strategies, along with adolescent developmental approaches, that help students achieve. Classroom teachers became more involved in sharing strategies and best practices in ELA. Teachers analyzed, revised and reflected on student data, as well as, the efficacy of programs that impact student learning. Throughout the school, teachers made instructional decisions based on the information compiled from student data, and planned activities to address the needs of their student population. Additional practices that were informed by the Inquiry Team process include the following:

- A target population of grade 6 and 7 inquiry students was established and the sub-skill, drawing conclusion, was identified. Through modeling and practice of making connection, visualization, specific questioning, and other reading strategies, we were able to help students organize their thinking and learn in order to interpret different text.
- By June 2011, 90% of inquiry students increased their scale scores in ELA because they were able to improve their comprehension skills by creating interpretations that enriched and deepened their understanding of different texts
- Teachers worked collaboratively to achieve the goals set at the beginning of the program.
- Each team member had roles, responsibilities, and increased accountability.
- The key learning of the Inquiry process was being able to write a flexible action plan to address the needs of individual students by implementing specific instructional strategies to increase student achievement.
- Through individual conferencing teachers discussed strengths and weaknesses to students and together they were able to write short/long term goals.
- Students were able to self-monitor their progress in ELA.
- Focused on the strategic knowledge of the procedures that people use to learn, to think to read and write. The Inquiry teachers introduced these tools to students by modeling them in the contexts of meaningful task and then letting students practice their own use of these strategies.
- Utilized challenges for learning through problem solving.
- Teamwork was encouraged by uniting talents and strengths toward a common goal, and utilizing resources effectively

In the upcoming school year, next steps for the Inquiry Team process will include the following:

- The goals and objectives established by the Inquiry team must be congruent with the core curriculum of the school. Progress needs to be monitored continuously, and the program goals should be revised.
- There is a need for multiple new Inquiry Teams, while maintaining the original Inquiry Team.
- There are plans to continue the progress that has been made through expansion, refinement of the standards and strategies based on instructional programs with an emphasis on early assessment of reading strength and weaknesses to facilitate easy instruction. Professional development on-site and off-site follow-up to ensure impact on student achievement.
- Supervisors and Inquiry Team members need to assist in monitoring classroom instruction.
- Inquiry teachers need to continue to develop strategic planning to address student needs.
- Provide learning environments that support the individuality of each student through the use of differentiation and a variety of teaching strategies.
- Continue to track or provide assistance to those students who formed part of the Inquiry Team this year to ensure that their progress is continuous in seventh and eighth grade.

- Create other sub-groups in 6th and 7th grade, similar to the Inquiry Team by expanding the basic program.
- We will provide more reading materials, incentives, and enrichment activities for students. Students will also be encouraged to visit the Library and to apply for cards. We believe that parents play a vital role in the success of our students. Parents will be encouraged to become involved in all aspects of our Inquiry Program. We also realize that parents need to develop their skills in order to assist their children at home. Increasing parental involvement will be a key factor that will impact student performance.

BARRIERS TO CONTINUOUS IMPROVEMENT

- Often language and or cultural barriers prevent parents from feeling confident in their own ability to collaborate with schools and assist in their children’s academic achievement.
- The barriers to contagious improvement were identifies base on the results of the Quality Review and are as follows.
 - **Parent Involvement:** Parents and students are limited in their involvement regarding specific individual student goals and progress in each of the content areas. This is evident by low participation in the Parent Academy. As a result, a very small number of parents/care givers have the necessary information about the academic and general school goals concerning their children. Therefore, parents remain limited in their ability to become full partners in order to improve the overall achievement of students.
 - Students are limited in their ability to construct subject goals that are based on the latest available progress data.
 - The differentiation of instruction for all students driven by data and goals addressing individual student needs in all academic areas is not consistent in all academic areas.

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.

SECTION V: ANNUAL SCHOOL GOALS

SCHOOL-WIDE GOALS FOR 2010-11

Based on the findings and implications from the comprehensive needs assessment IS 349’s school-wide instructional goals for 2010-11 will be as follows:

1. By June 2011, there will be a 4% increase in the number of students, including ELLs, Special needs, performing at level 3 & 4 through the effective implementation of balanced literacy

model in all ELA classes based on our newly adapted program 'Elements of Literature' as measured by student performance on the New York State ELA exam.

2. As of June 2011 there will be a 4% increase in the number of sixth, seventh and eighth grade students achieving levels 3 and 4 in Math City and State Assessment tests.
3. By June 2011, we will see an increase in scale score performance for our subgroups by incorporating writing in the content area (Science & Social Studies) that reflects the common core standards as measured by New York State ELA
4. By June 2011, there will be a 5% increase of literacy skills of all ELLs in their second language as measured by informal and formal assessments (i.e., ELE) as well as the performance on the NYSELAT and ELA exam.
5. By June 2011 overage students will demonstrate improvement of academic progress in the areas of ELA, Math, attendance and behavior as measured by a 3% of active overage students passing all core subject areas.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **English Language Arts**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 4% increase in the number of students, including ELLs, Special needs, performing at level 3 & 4 through the effective implementation of balanced literacy model in all ELA classes based on our newly adapted program ‘Elements of Literature’ as measured by student performance on the New York State ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Collect and analyze data by teachers (individual conferences, DRA results, observations and class profiles) to determine student strengths and weaknesses and help formulate e strategies for effective instruction in order to improve student’s performance on State ELA assessments. • Teachers will conduct individual student conferences to help students improve their ability to construct ELA goals that are based on the latest available progress data. • Teachers will use data to set instructional goals and create action plans that address individual and small group needs in reading and writing workshops for the differentiation of instruction. • Providing parent workshops to help parents and care givers have a better understanding of the NYSED Parent Report that provides necessary information concerning their child’s progress and available resources to support the attainment of their child’s literacy and general school goals. As a result of these workshops, parents will become more effective partners with the school in efforts to achieve their child’s ELA goals. • Reduce ELL student-teacher ratio in order to increase time on task. • ELA Instruction using the workshop model - 90 minute literacy block, Word study, teacher developed rubric, Action Plan targeting differentiated Instruction, ELA Curriculum including Author Studies and Genre Studies

	<ul style="list-style-type: none"> • AIS Support – strategic Small Group Instruction targeting specific students’ needs, pairing master teachers with level 1 students • Extended Day Program (37 ½) – targeting different sub-groups • After school Programs offered by the SES programs • Saturday Programs targeting the Over aged students • Technology support – Achieve 3000, Project Stretch , Successmaker • Engaging in progress monitoring to inform next instructional steps and promote student achievement • Identifying opportunities for common core integration with teaching • Support for new literacy program will be conducted through common planning time, lead teacher allowing for intervisitation • <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> • Assistant Principal, Lead Teachers, ELA Teachers and Related Support Services Teachers <p>Implementation Timelines: From September 2010 to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources: Lead Teacher, Literacy Teachers, ELA Teachers, Principal, Assistant Principals, Network Support Specialists and BETAC</p> <p>Excellence (C4E) Allocations: Reduce ELL student-teacher ratio in order to increase time on task.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instrument(S) Of Measure: Acuity Report, Informal Observations, Formal Observation, Learning Focus Walkthrough - <i>Student Engagement, Differentiated Instruction, Accountability Checklist</i> , Teacher’s Assessment Notebooks, Student Portfolios, Lead Teacher Logs, Instructional and Cabinet Meetings, Accountable Conversations, Periodic Assessments, In house ELA Assessment, Writing Portfolios, AIS Progress Report on identified students</p> <p>Interval Of Periodic Review: Weekly and Monthly basis according to the tool Projected Gains: 4% of students increase moving from level 1 and 2 to 3 and 4</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant):

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As of June 2011 there will be a 4% increase in the number of sixth, seventh and eighth grade students achieving levels 3 and 4 in Math City and State Assessment tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Collect and analyze data by teachers (individual conferences, scantron, monthly in house assessments, observations and class profiles) to determine student strengths and weaknesses and help formulate e strategies for effective instruction in order to improve student’s performance on State Mathematics assessments. • Teachers will conduct individual student conferences to help students improve their ability to construct Math goals that are based on the latest available progress data. • Teachers will use data to set instructional goals and create action plans that address individual and small group needs in skills and conceptual development and problem solving for the differentiation of instruction. • Providing parent workshops to help parents and care givers have a better understanding of the NYSED Parent Report that provides necessary information concerning their child’s progress and available resources to support the attainment of their child’s math and general school goals. As a result of these workshops, parents will become more effective partners with the school in efforts to achieve their child’s math goals. • Reduce ELL student-teacher ratio in order to increase time on task. • Periodic assessments by Scantron and Acuity. • Focusing on the closing of the lesson. • Application of rubrics to performance tasks align with the NYS math assessment. • Implement differentiated Instruction to help students learn mathematics in a meaningful way. • Review of the effectiveness of the workshop model for content instruction. • Teachers will train students in test taking strategies. • Students will take at least three practice tests during the school year. • Continue to provide opportunities for relevant articulation between the Math Coach, lead Teacher, Supervisors and Math teachers focusing on students’ performance and progress

	<p>including ELLs and SWDs.</p> <p>Responsible Staff Members: Data Specialist, Data Specialist, Mathematics Teachers, Math Coach, Math Lead Teacher, Assistant Principals, AIS Math Teacher</p> <p>Implementation Timelines: September 2010 - June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources: Resources: Impact Math, Instructional Resources, Manipulative Kit, Math Classroom Libraries, Mathematics Coach Book Funding Source: Tax Levy, Title I, Title II, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instrument(S) Of Measure: : Informal Observations, Formal Observation, Learning Focus Walkthrough - Student Engagement, Differentiated Instruction, Accountability Checklist , Teacher’s Assessment Notebooks, Student Portfolios, Coach and Lead Teacher Logs, Instructional and Cabinet Meetings, Accountable Conversations, Periodic Assessments, In house Math Assessment, Writing Portfolios, AIS Progress Report on identified students</p> <p>Interval Of Periodic Review: Weekly and Monthly basis according to specific instrument Projected Gains: 4% increase in the number of sixth, seventh and eighth grade students achieving levels 3 and 4 in City and State Assessment tests.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	Subgroups
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will see an increase in scale score performance for our subgroups by incorporating writing in the content area (Science & Social Studies) that reflects the common core standards as measured by New York State ELA results</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Content area teachers will monitor student writing progress through maintenance of portfolios • During common planning time teachers will examine student work products aligned to classroom rubrics <p>Social Studies and Language Arts teachers will articulate to align curriculum with strong emphasis on writing. One writing product per unit of study.</p> <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> • Assistant Principal, Lead Teachers, ELA Teachers and Related Support Services Teachers, All content area teachers <p>Implementation Timelines: From September 2010 to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Aligning Resources: Lead Teacher, Content Area Teachers, Principal, Assistant Principals, Network Support Specialists and BETAC</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Instrument(S) Of Measure: : Acuity Report, Informal Observations, Formal Observation, Learning Focus Walkthrough - <i>Student Engagement, Differentiated Instruction</i>, Accountability Checklist , Teacher’s Assessment Notebooks, Student Portfolios, Lead Teacher Logs, Instructional and Cabinet Meetings, Accountable Conversations, Periodic Assessments, In house ELA Assessment, Writing Portfolios, AIS Progress Report on identified students</p> <p>Interval Of Periodic Review: Daily, Weekly, Monthly</p> <p>Projected Gains: 4% increase in scale performance score on ELA Assessment</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): **ELLs**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase of literacy skills of all ELLs in their second language as measured by informal and formal assessments (i.e., ELE) as well as the performance on the NYSELAT and ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Continue the 90 minute ESL/Literacy block with a strong emphasis on independent reading and writing • Expanding the word wall, artifacts and print rich environment supporting second language acquisition • Increase the Writing Activities during the ESL instructional Time as well as all content area programs • Implement the new balanced literacy components including Genre Studies, Author Studies and Guided Small group instruction • Integrate technology support such as Achieve 3000, Project Stretch, and Successmaker • Monitor progress on a weekly basis • Ensure advance students receive the ELA Unit of studies as per CR Part 154 with a strong emphasis on writing • Acceleration of second language acquisition in subject areas • Monitor the progress of the ELLs <p>Responsible Staff Members: School Principal, Assistant Principals, Native Language Arts Teachers, NLA AIS Liaison, CFN network 307</p> <p>Implementation Timelines: From September 2010 to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Aligning Resources: NLA and ESL Instructional Material, Leveled Classroom Libraries, Reading and Writing Journals</p> <p>Funding: PCEN, Title I, Tax Levy Funding: PCEN, Title I, Tax Levy</p> <p>Excellence (C4E) Allocations: ESL/NLA teachers to support the incoming ELLs Population and improve the Student/Teacher ratio and time on task.</p>

Indicators of Interim Progress and/or Accomplishment

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

Instrument(S) Of Measure: Acuity Report, Informal Observations, Formal Observation, Learning Focus Walkthrough - *Student Engagement, Differentiated Instruction, Accountability Checklist* , Teacher’s Assessment Notebooks, Student Portfolios, Lead Teacher Logs, Instructional and Cabinet Meetings, Accountable Conversations, Periodic Assessments, In house ELA Assessment, Writing Portfolios, AIS Progress Report on identified students, **ELA and NYSESLAT Assessment**, ELE Assessment

Interval Of Periodic Review: Daily, weekly and Monthly

Projected Gains: 5% of students increasing on literacy skills

SECTION VI: ACTION PLAN

Subject/Area (where relevant): **Overage Students**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 overage students will demonstrate improvement of academic progress in the areas of ELA, Math, attendance and behavior as measured by a 3% of active overage students passing all core subject areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Identify and create a student profile of all over aged students in all grades • Review over aged student performance every two weeks • Provide targeted intervention based on the data; ELA, Math, and attendance • Provide instructional material appealing to their interest • Establish a Saturday program to increase their literacy and academic performance and social development • Invite them to special extra curriculum activities to close the academic and social gap • Establish a series of workshops for over aged parents to develop their parenting skills <p>Responsible Staff Members: Administration, Guidance, CBO’s, Teachers and Parent coordinators</p> <p>Implementation Timelines: October 2010 to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Aligning Resources: Student Profile, Attendance Reports, ATS Report</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Instrument(S) Of Measure: Student Profile, Attendance Reports, ATS Report, Interval Of Periodic Review: Biweekly Projected Gains: 3% of students will improve overall performance in the academic and social development</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	67	45	45	67	35	2	5	0
7	60	66	66	69	43	1	6	0
8	82	35	35	93	57	3	8	1
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Wilson	The goal is to provide continuous support to all special education students, who are not performing at grade level to enhance and build on their literacy skills. This service is provided during the school day in all special education classes including the bilingual class.
ELA : Focus on Fluency	The goal is to provide continuous support to students who their reading performance is not at grade level as per the NYS ELA Scores. This service focuses reading instruction on fluency. In addition, it is provided during the school day (37 ½ minute and AIS ELA Periods) in one to one basis.
ELA : Small Group Intervention	The goal is to provide continuous support to students who their reading performance is not at grade level as per the NYS ELA Scores. This service focuses reading instruction on fluency. In addition, it is provided during the school day (37 ½ minute and AIS ELA Periods) in one to one basis.
Mathematics: Small Group Intervention	The goal of this program is to help the students understand mathematics and become mathematically confident by communicating and reasoning mathematically, being able to apply mathematics to real life situations. This is done through the use of manipulative, Math Fairs, completion of math projects and integration of math into other subject areas.
Mathematics: 37 ½ Minute Instructional Program	The goal of this program is to help the students understand mathematics and become mathematically confident by communicating and reasoning mathematically, being able to apply mathematics to real life situations. This is done through the use of manipulative, Math Fairs, completion of math projects and integration of math into other subject areas.
Science: 37 ½ Minute Instructional Program	The goal of this program is to help the students to be able to comprehend the Science content reading documents and to amplify their science concepts and skills.

Science: Saturday Academy Program	<p>The goal of this program is to raise student achievement in Science by providing all student the opportunities to understand and apply scientific concepts, principals, and theories set forth in the NYS/City Standards. This is done through the use of FOSS kits, graphic organizers, science experiments/presentations, research reports, and/or exit projects.</p>
Social Studies: 37 ½ Minute Instructional Program	<p>The goal of this program is to help the students to be able to comprehend the Social Studies content reading in a variety of forms; DBQs and articles and to amplify their social studies concepts and skills.</p>
Social Studies: Saturday Academy Program	<p>The goal of this program is to raise student achievement in Social Studies by providing all students the opportunity to understand history through research and media films. Eighth grade students are also provided assistance toward completing exit projects.</p>
Technology: Saturday Academy Program	<p>The goal of this program is to infuse technology into the mission statement of the school and community. For research, complete projects and course work through the use of lap tops, computers, and palm pilots.</p>
At-risk Services Provided by the Guidance Counselor:	<p>The goal of this program is to identify at-risk students and schedule as needed individual and group counseling to develop caring relationships with adults and obtain positive feedback which helps built self-esteem and self confidence. At-risk students will get the opportunity to share issues, in privacy, which may be impeding their social, emotional, and academic progress. Through a structured and progressive series of activities and experiences, students will increase their capacity to develop social, emotional, ethical, and cognitive competencies.</p>
At-risk Services Provided by the School Psychologist:	<p>The goal of this program is to conduct a comprehensive evaluation of at-risk students' academic, emotional, and social progress. To prescribe intervention measures and programs long and short term, to address the needs of at-risk students.</p>
At-risk Services Provided by the Social Worker:	<p>The goal of this program is to help at-risk students with immediate needs such as obtaining programs, transportation, and academic assistance. Formulate short and long term goals, problem solving strategies to overcome larger obstacles, conduct conferences with families in order to make outside referrals as needed to facilitate and build a support network for at-risk students.</p>

**At-risk Health-related Services:
Physical Therapy**

The program goal is to schedule a series of support/intervention activities for at-risk students in order to improve physical documented conditions and to help students built confidence and self esteem in a school environment.

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

NCLB/SED requirement for all schools

THIS SECTION IS UNDER REVISION BY THE NYSED

NCLB/SED requirement for all schools

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

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Roy Parris	<i>ESL Teacher:</i>	Kenia Soto
<i>Assistant Principals:</i>	Neyva E. Rivera Madeline Rodríguez	<i>Bilingual Content Area Teacher:</i>	Iris Pagan Mathematics
<i>Guidance Counselor:</i>	Amenia Fernandez-Caba	<i>Literacy AP:</i>	DeborahRoberts-Muller
<i>Bilingual Content Area Teacher:</i>	Lydia Fuego	<i>Data Specialist:</i>	Beltran Lewis
<i>Bilingual Content Area Teacher:</i>	Edgard Galindo	<i>Parent Coordinator:</i>	Jerry Hernandez

II. Teacher Qualifications

IS 349 has an eager staff servicing the ELL population consisting of six permanent licensed content area teachers (Math, NLA, Sp. Education, Social Studies and ESL), and one conditional licensed teacher (Science); however, we are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2010-2011.

III. ELL Demographics and School Description:

I.S. 349, *The School of Math, Science and Technology*, is located in the Bushwick community section of Brooklyn, New York. At present, the school shares the same building with I.S. 347. However, each school has developed its own organization, its own entrance and exit. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. The majority of the students are eligible for free lunch indicating that our students are of low-socio economic backgrounds.

I.S. 349 has a student population of 534 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish as their first language. Our English Language Learner population is about 25% of the total population at MS 349 we offer Bilingual and ESL services to entitled general education and special education students. The sixth grade ELL population consists of 27 students whom participate in the Freestanding ESL programs. The seventh grade ELL population consists of 43 students; 25 students participate in the TBE, 5 IEP students in self a contained program and 13 in the ESL program. The eighth grade ELL population consists of 65 students; 26 students participate in the TBE, 16 IEP students in self contained Special Education class and 23 in the ESL program. The Special Education population has 11 students in the TBE self contained; the other identified students are served as per the IEP.

IV. Parent Choice

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

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. I.S. 349 is proudly to offer TBE and Freestanding ESL to conform to the parental choice selections.

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

V. Current English Language Learners Instructional Programs

I.S. 349 implements a Transitional Bilingual Education (TBE) Program as well as a Freestanding English as a Second Language (ESL) Program. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the TBE programs using their native language, Spanish.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Transitional Bilingual English Program

Our Transitional Bilingual English (TBE) program from 7th to 8th grades. In addition, there is a bilingual special education classroom serving 6th to 8th grade special needs students.

The goal of the TBE program is to attain English proficiency within 3 years. Native language arts literacy, math and social studies are provided in the first language of the student and ESL is infused into the science content. The curriculum is standards based. All programs in the TBE classrooms are aligned to the city curriculum in each content area.

Our TBE program has a wide range of students, both in terms of proficiency and academic background. It is important to observe that about 30% of the students in our TBE program are identified SIFE status. An important part of our work is to reach all of our ELL students at their language proficiency in the L¹ and L² in NLA and ESL. At IS 349 academic instructional services are as important as are our enrichment classes, services are provided before, during and extended time.

Instruction is delivered in two languages; Spanish and English. In the beginning stages of English language development, 60% of content area instructional time is in Spanish for beginner level students and 40% in English. As the students develop fluency in English, instructional time in English will also increase, as follows:

- 50% Native Language to 50% English for intermediate students
- 25% Native Language to 75% English for advance students

Students will develop their English skills through ESL and ELA for advanced students with the ration shifting to second language proficiency until the student achieves proficiency and is placed in a monolingual English program.

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

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

The Workshop Model is the mode of instruction within our TBE program. The Quality Teaching for English Learners instructional tasks are used as part of our curriculum in both ESL and Content area instruction.

Language Arts in the Transitional Bilingual Education Program

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

- 180 minutes of NLA per week for students enrolled in the TBE program
- 360 minutes of ESL for Beginners and Intermediate ELLs
- 180 minutes of ESL for Advanced ELLs with 180 minutes of ELA.

Within the TBE program, explicit ESL is delivered via 360 minutes per week of stand-alone ESL classroom instruction. Students are grouped according to grade; therefore each class is composed of a heterogeneous population of beginning, intermediate, and advanced students. Class work focuses on reading and listening skills. Writing exercises are focused on specific grammatical features of a given reading assignment. Collaboration with other teachers in the bilingual department brings in appropriate academic language for each content area. Both formal and informal assessments measure student progress towards the goal of proficiency.

Instructional Materials

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

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

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

The use of manipulatives in the TBE program includes:

- In Science: microscopes, scales, thermometers, and meter sticks.
- In mathematics: blocks, geometric shape sets, meter sticks, are amongst the variety of tools to make material more comprehensible.
- In ESL: Standards based Multimedia materials (DVD's, Streaming Video, and PowerPoint Presentations)

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 44 students, from 6th to 8th grades. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified and are in their second year in the Quality Teaching for English Learners program. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program.
- **Saturday Parent Academy:** ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

VI. Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2008-09, our sixth grade population is the largest one.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Utilization of the Achieve 3000 and Destination Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals

- Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE classes, ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- In the TBE classes, ensure that the CR Part 154 requirements and the Bilingual Content Language Allocation Policy is followed.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

VII. Plan for Newcomers

Newcomers constitute a large portion of our classes in the TBE program at IS349. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

VIII. Plan for SIFE

The SIFE population has increased during the last two years and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment

- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

We are also offering additional support during the extended day sessions to them in NLA to provide them with the basic literacy skills that are in lack of.

IX. Plan for Long Term ELLs

Long terms ELLs are the largest number of Ells across the grades and are evenly placed in both bilingual programs (TBE and ESL). An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 to enrich their language skills
- Success Maker is used as another way to track their academic progress

X. Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.
- Achieve 3000 is offer to them as an additional support to increase their lexile level.

XI. Professional Development:

Professional development at IS349 is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - the literacy needs of our ELL population within the prescription of the America's Choice program.
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our TBE and ESL staff have included:
 - Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom
 - ESL in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - Quality Teaching Workshop series, which our ELA, ESL, and Bilingual Social Studies teachers have attended together over the last two years.

- Social Studies and Technology workshop
- Wilson Program for Special Education teachers.

XII. Language Allocation Policy Assurance

November 1, 2010

Roy Parris, School Principal

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL * Both

Number of LEP (ELL) Students Served in 2009-10: 125

1. Instructional Program:

I.S. 349 is committed to provide high quality education to all students addressing student's educational, emotional and social needs. Our school population is composed of 534 students, whom 135 students are identified as English Language Learners (ELLs). The ELL students are approximately a 25% of our entire population. I.S. 349 provides ELLs with a selection of bilingual instructional programs according to the CR Part 154 and parental choice. Students participate on Free Standing English as a Second Language (Push in Model) or in the Transitional Bilingual Education Program. Both programs are offered from seventh through eighth grades; however, due to changes in our community we did not get the required register to have a sixth grade transitional bilingual class. Each grade contains one class which accommodate the ELLs receiving ESL via a Push in Model and another class accommodating students who participate in the transitional program (TBE). In addition this year our special education department has one self contained TB class with 12 students and approximately 11 ELLs who are participating of ESL services in their respective classes accordingly to the IEP mandates. All bilingual and ESL teachers are fully certified. All students receive academic instruction as mandated by the CR Part 154, CR Part 100 and the Language Allocation Policy. Instruction is customized to meets students' needs and NYC performance and NYS learning standards. As a community, we work collaboratively to provide meaningful learning experiences for students to improve, enhance and exceed in their academic and language performance. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELLs specific needs. Together, we are embracing high standards for the entire school community.

The goal of the TBE program is to attain English proficiency within 3 years. Grade level academic work is provided in the students' native language, while ESL methodology is incorporated to foster English proficiency. The curriculum is standards based, in line with NYS and NYC standards. All programs in the TBE classrooms are aligned to the city curriculum in each content area. Additionally, students are mainstreams in art, music, theater, technology, and physical education classes are offered as per the requirements of part 100.

In our content area classes, Instruction is delivered in two languages; Spanish and English. In the beginning stages of English language development, 60% of content area instructional time is done in Spanish for all students. In accordance with our data driven idea of student needs, we can adjust the language balance for student needs, moving up to 50% Native Language to 50% English, and 25% Native Language to 75% English. As a school initiative, the classes, which accommodate the ELLs, will receive Science instruction using the SIOP model to make content more comprehensive for them across the grades. The Science teachers will work in collaboration with the ESL teacher to address the needs of the ELLs and the steps for the program implementation. In addition, our content area teachers will continue to utilize scaffolding instructional tasks to support and increase the content comprehension and academic language development as presented by Quality Teaching of English Learners (QTEL).

In order to help the students in their first and second language development, we have a strong Language instruction program. This component consists of instruction in Native Language Arts, and English as a Second Language. Our ELLs receive: 180 minutes of NLA per week for all students enrolled in the TBE program, 360 minutes of ESL for Beginners and Intermediate ELLs, 180 minutes of ESL for Advanced ELLs with 180 minutes of ELA. Native Language Arts instruction is delivered through a balanced literacy approach that allows children to appreciate different literacy genres and authors of different cultures, such as Garcia Marquez and "*Sendas Literarias*" by Aida Walki.

Within the TBE program, explicit ESL is delivered in a stand-alone ESL classroom. Students are grouped according to grade; therefore each class contains a highly heterogeneous population of beginning, intermediate, and advanced students. Class work focuses on reading and listening skills, and includes the level specific incorporation of writing tasks. “Shining Star” from Pearson Company is used as the ESL Instructional Curriculum for the TB classes and Special Education Students (Bilingual and Regular self-contained). This program is content based using Social Studies and Science concepts to amplify the language development of ELLs. Both formal and informal assessments measure student progress towards the goal of proficiency.

The curriculum in TBE program also incorporates and makes use of the students’ rich and diverse cultural backgrounds as a point of departure for instruction and student activities. By utilizing prior knowledge and schema building activities, our goal is to use the native language as a bridge to the acquisition of English as a second language. Our focus on academic English also assists the students in achieving performance levels required by NYSED ELA standards.

In addition, a technology program, Achieve 3000 will be focusing on providing all ELLs with literacy selections and tasks at different reading levels. Both programs will be implementing this throughout the school year.

In achieving this goal, an important part of our work is to reach all students at their own level. Academic Instructional Services are as important to this mission as enrichment classes, both during the regular week and in after school and our Saturday Academy programs. In order to assure quality instruction, all our teachers are fully qualified in their content areas.

For those parents that opt out of our bilingual program for the linguistic needs of their children, we have an excellent freestanding ESL program. In this program, students are grouped in each grade into one class. Students receive specialized instruction through the collaborative efforts of our ESL teacher. While these classes follow the America’s Choice program model, they utilize methodology from ESL and specifically, from the Quality Teaching for English Learner Program model. This includes scaffolding of instruction, use of collaborative activities, and metacognitive strategies to focus on literacy development.

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

- To provide meaningful orientation and guidance for parents of newly enrolled ELL students as to their program choices, school rules and expectations, and their rights under the law.
- To provide opportunities for all parents to become familiar with various programs offered in our school by way of PTA meetings, orientation nights, conferences, workshops, and bilingual letters home.
- To establish an active Parent Teacher Association and encourage parental participation.
- To encourage parental input at the monthly School Leadership Team, where they can have a means of becoming a part of the decision making process of the school.
- To provide workshops for parents on a regular basis on monitoring and assisting their students with their homework and attendance.

- To provide a Saturday parent academy in which parents and other family members can receive literacy classes in English and Spanish, as well as training on computers.

These efforts will be carried out jointly between the School Administration, Parental Coordinator and the Bilingual Faculty.

3. Project Jump Start: To increase community involvement, we have a jumpstart program. We hold these events twice a year for incoming students; once in the beginning of the year, and once at the end of the year. In addition, our school conducts a summer transitional instructional program for two weeks in summer to support students who are coming in to sixth grade. As part of IS 349 school initiative, future scholars are going to be participating in a corridor program to facilitate the transition from elementary to middle school.

4. Staff Development: Professional Learning Opportunities at IS349 is provided by school staff, support personnel, and outside services.

- School Staff: Within the schools Professional Learning Program, the focus is on, the literacy needs of our ELL population and how to better equip the entire school community to support the ELLs in literacy and academic skills. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers how to use Technology to amplify students' learning experiences and resources making instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our TBE and ESL staff have included, scaffolding in the content areas, Native Language Literacy Development, Differentiation in the ESL classroom, and ESL in the Mathematics classroom and SIOP Model to make content more comprehensive.
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers such as, SIOP Institute, and Quality Teaching Workshop series, which our ELA, ESL, and Bilingual Social Studies teachers have attended together over the last years, Social Studies and Technology workshop, Wilson Program for Special Education teachers. We are also committed to participate in the professional learning opportunities that the OELL offers during the year, such as Literacy and Writing Institutes, ELL Leadership Institute, Spanish and English Academic Language and Literacy Diagnostic (ALLD) and ELL writing Institute.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011

School Building: 32K349 District 32K

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010		Number of Teaching Assistants or Paraprofessionals***				Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
6	2	1	0	0	0	10

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-11

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Grade Level(s) 6th thru 8th Number of Students to be Served: 135 LEP 397 Non-LEP
Number of Teachers 47 Other Staff Assistant Principals, Guidance Counselor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

I.S. 349's Title III program English Language Learners will be provided with supplemental instruction during after school program **NETA** and **CAAP** Program. These programs will target ELLs who scored at the beginning, intermediate and advance levels on the NYSESLAT test at the beginning of the year and scored below 640 on ELA and/or Math Assessments.

NETA – Newcomers Empowered to Advance Program – consists on a program to develop and enhance students' performance on Their Language development, focusing in each language modality (Listening, Speaking, Writing and Reading). Two certified license teachers will provide supplemental instruction to them during the months of February and May. The sessions will be scheduled on Tuesdays and Thursday; twice a week from 3:05 P.M to 5:00 P.M. for total of 26 sessions. There will be two classes across the grades to serviced students who are recently admitted from other countries (code 58).

Instructional material will be purchased for this program will be consist of the Longman Building Bridges which is a flexible language development program that accelerates students' academic achievement through scaffolded, sustained instruction and language development strategies which includes a phonemic and assessment component.

CAAP – Content Academic Acceleration Program – CAAP consist on a program that develop and enhance students' performance on academic content areas, such as Mathematics, Science and Social Studies. A total of four certified license teachers will provide supplemental instruction to ELLs in the

Transitional Bilingual Education during the months of March thru May. The sessions will be scheduled during the months of March, April and May correspondingly to the NYC Assessment schedule. Most of the sessions will be twice a week from 3:05 P.M to 5:00 P.M. for total of 8 sessions and 12 Saturdays (9:00 to 12:00). There will be one class per content area; math, science and social studies and one self-contained special education class. Five license teachers working on these programs following assigned schedule. In addition there will be a Saturday class assigned to facilitate the newcomers' preparation for the NYSESLAT.

Instructional material will be purchased for all supplemental programs for the Perfection Learning Company, Review, Practice and Mastery of New York Learning Standards for each subject area. In addition, consumable material will be purchased to facilitate and enhance instruction.

I.S. 349 will work extensively with ELLs parents who are in need to learn English as a Second Language by providing them with ESL classes during Saturdays at no cost to Title III. They also will be invited to different workshops to supporting them in social and educational issues, such as immigration, Native language literacy skills and NYC School initiatives. We also provide orientations to parents and community members that are seeking I.S. 349 as an educational setting for their students during spring and summer to inform them about the school and prepare students for the transitional from elementary to intermediate school setting.

PET- Parent Empowerment Team - Title III Parent ESL and NLA Classes – I.S. 349 will provided classes for parents during Saturdays to help them to build literacy skills in both languages and content area. These classes will take place during Saturdays from 9:00 A.M. and 12:00 P.M. by certified teachers. There will be a total of 12 sessions beginning on March 2010. The instructional material for this program will be the same as the one used in the NETA program because these parent are going to be a target group in order to accelerate the students' academic progress by engaging the parents in developing the second language as well.

Professional Development

I.S. 349 is committed to provide school based professional development and in collaboration with outside providers to build the capacity of the school to work with and strengthen academically the target population. During the last years, many teachers of ELLs participated of the Quality Teaching for English Language Learners by West Ed where they learned to integrate instructional tasks to support language development. In addition, a team composed of a Science and ESL teacher were part of a SIOP institute where they were able to learn other instructional tasks and the importance of having a language objective within the lesson to amplify the academic and linguistic learning of ELLs.

Nevertheless, we are constantly seeking opportunities to grow as a community of professionals who will continue to be equipped with the most recent researched information.

School Based Professional Learning opportunities schedule for this school year are described below at no cost to Title III:

- **Study Groups** – School team members (5 teachers and 1 supervisor) are going to participate in an Inquiry Team sessions focus on the Newcomers to explore new initiatives to accelerate the language acquisition. The group will meet on Wednesday from 3:15 to 5:15 PM to discuss a comprehensive and systematic framework for developing literacy skills and accelerating language development and how students are progressing. Sessions are scheduled as followed, January 27, February 10, March 3, April 7th, April 21 and May 12.

Title III LEP Program - School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 9,605	Teachers per session money for all Title III student instructional program,
Purchased services such as curriculum and staff development contracts	\$1,934	Non contractual services
Supplies and materials	\$5802	Supplemental Instructional Material to support students who are on and below performance level for each grade-level content area. Longman Keystone Building Bridges Consumable material Charts, paper and markers.
Travel	\$	Conference on accelerating ELLs Achievement
Other	\$	Translation Services
TOTAL	\$ 21,300	

SECTION XVII BUDGET NARRATIVE

School District 32K

For Title III Instructional Program - Student/Parent

BEDS Code 32k349

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY					
Code 15 Professional Salaries	Program	# Sessions	Hours	# Teachers	Per session rate	Total Cost
	NETA	26	2	2	\$49.98	\$5,191.92
	CAAP	12	3	1	\$49.98	\$ 1,799.28
	PET	6	2	5	\$ 49.98	\$ 2,998.80
	Study Group	3	2	8	\$49.98	\$2,399.04
						\$ 12,389.04
Code 15 Professional Salaries	Program	# Sessions	Hours	Supervisor	Per session rate	Total Cost
	NETA	26	1.5	1	\$49.98	\$5,191.92
	CAAP	12	3	1	\$49.98	\$ 1,799.28
	PET	6	1.5	1	\$ 49.98	\$ 2,998.80
						\$ 4,102.47
Code 45 Supplies and Materials	Supplemental Instructional Material					
	NETA Program					
	Content	ISBN	# Books	Unit Cost	Unit Order	Total Cost
	ESL	0132076918	40	45.50	1	\$ 1820.00
		013207690x=	20	11.75	1	\$ 235.00
						\$ 2055.00
	Longman Mathematics					

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY
	<p style="text-align: right;">0131930230 40</p> <p><i>Consumable Material - \$ 569.49 (notebooks, paper, markers, wipe boards, listening centers, CD players, Recordable CD, Headphones)</i></p>

THIS SECTION IS UNDER REVISION BY THE NYSED

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.

Our written translation needs assessment was conducted in consultation with the principal and PTA president, both of whom expressed anticipated needs for this school year. The fact is that many of our most active parents are those that have the fewest skills in English, and thus access to school information. Given the population of our school, we have an urgent need to make critical information accessible and available to all parents, such as the Quality Review Report.

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.

There are currently exists a backlog of material in need of translation that are not dealt with at Central. This backlog of material includes sections of the school Comprehensive Educational Plan, and the Parent Handbook.

Other anticipated needs include letters to parents regarding upcoming exams and holidays, as well as the translation of occasional individualized letters from specific teachers to parent(s).

Our assessment for oral interpretation included consultation with the principal and PTA president, in addition to discussions with teachers and staff school. The demographics makeup of our community is overwhelmingly Latino, with a high percentage of new immigrants. However, the demographics makeup of our staff is different from the community. This necessitates the use of Spanish/English and Chinese/English interpretation on a daily basis.

Over the course of the last year, several staff members have requested a regularly available staff member to aid communication with parents. At the same time, due to the high level of involvement from parents of students in the bilingual department, there is a need for readily accessible interpretation in parent-centered school functions.

Our most pressing need in this area is for a dependable interpreter available in the office on a daily basis. This will be both for the needs of parents coming into the office for a variety of reasons, as well as daily parent-teacher conferences. This interpreter will also be available for the needs of teachers who need to contact parents via telephone.

Other regularly anticipated needs include the need for interpretation services at all PTA meetings, as well as parent workshops held in conjunction with our Saturday Academy.

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.

Our school personnel will translate school notices and information to the community in the languages represented by the neighborhood. We also will provide copies of all documents available from the DOE concerning to school, community and students matters.

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.

Our school staff will provide oral presentations during the parent-teacher conferences and meetings, parent association meetings and other circumstances where individuals (Parents, Guardians) need translation services. Any individual in need of translation or interpretation in the school will be provided with the necessary services to accommodate their needs.

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>.

I.S. 349 will maintain a record of all written documents that are distributed to the parents and guardians to ensure that all Limited English Speaking parents are provided with meaningful opportunity to participate in and have access to all programs and services.

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:	554,304	90,782	645,086
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,543	908	6,451
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,715	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,430	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 13%
6. If the percentage of high quality teachers during 2009-2010 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.

The teacher will attend and complete all academic requirements to satisfy all NYS department of education. During the school year we will ensure that the teacher meets with the Human Resource Administrator to evaluate their professional profile and provide assistance in the completion of state requirements.

The Principal will continue to closely analyze the school’s instructional program and teaching staff to determine areas of need. Program changes will be made (changes in teaching assignments) where appropriate to ensure teachers are correctly assigned and are scheduled to complete the necessary requirements for their licensing. The annual BEDS survey will be closely reviewed to ensure accurate reporting.

I.S. 349 will use the anticipated 5% Title I funds to pay for academic courses toward certification. Teacher programs will be re-evaluated to ensure alignment with teaching credentials/certification.

IS 349 in collaboration with the New York City Department of Education (NYCDOE) and the ISC/CFN will continue to make progress towards NCLB's goal of 100% HQ. BEDS Survey data will continue to be analyzed in order to measure its own progress toward 100% HQ in each core subject and target resources appropriately. Strategies that will implement during the upcoming year include:

- Maximizing teachers assigned to their area(s) of certification by the following actions:
 - The principal and /or designated staff will continue to participate in Central DOE training so that, when scheduling, responsible staff members will adhere to City and State regulations by assigning teachers to their area of certification, with some limited flexibility consistent with State certification rules.
 - School administrative staff will continue to be trained by Central on HQ goals and NYC/NYS regulations.
 - The school will continue to utilize centrally distributed HQ reports- based on the BEDS Survey indicating teachers' real-time HQ status. These reports will be carefully analyzed by the principal and administrative staff to ensure compliance.

- Teachers who are not HQ when hired or those who were given a teaching assignment that is out of license will be counseled to become HQ through conversion programs and by utilizing the school's 5% Title I set aside and Title II-A funds (if applicable). Teachers who are not HQ will be provided with options/methods for becoming HQ such as the following:
 - **Conversion Program:** The Conversion program helps teachers certified in a non-shortage area subject to obtain certification in a shortage area subject.
 - **Title I - 5% Set Aside Funds:** The 5% Set Aside Funds will be used to help non-HQ teachers become HQ in core subjects. Our school will adhere to the models and support mechanisms provided by Central and the ISC/CFN as to how these funds could be used.

- **DHR Guidance:** Our school will continue to follow the Division of Human Resources (DHR) guidance to schools regarding NCLB Highly Qualified requirements, HOUSSE, and the BEDS NCLB Summary Report. (ongoing)
- **HOUSSE System:** The HOUSSE system will be utilized more effectively as an approved way for teachers using the HQ flexibility to demonstrate subject matter competency by successful use of the online HOUSSE system.

At IS 349, efforts continue to be made to reassign non HQT teachers to positions within the teacher's license area. In the future, whenever a teacher is identified as not being highly qualified, the teacher will be counseled to become HQ through conversion programs and by utilizing school's 5% Title I set aside so that teachers can have opportunities to study at a university of their choice. Our goal is to ensure that all teachers are HQT for the 2009-10 school year, and all years thereafter.

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

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

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

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

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

I.S. 349

School-Parent Involvement Policy

- I. I.S. 349, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. I.S. 349's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and

training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.
- IV. The policy will be distributed to all Title I parents August 28th and September 15, 2010. In June 2011, the school's Parent Involvement Policy will be reevaluated

In developing the I.S. 349 Parent Involvement Policy, the I.S. 349 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, I.S. 349 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

I.S. 349 will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress

- Providing school planners for daily written communication between school/teacher and the home.

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: 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 eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

SCHOOL - PARENT COMPACT SCHOOL OF MATH, SCIENCE AND TECHNOLOGY IS 349

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

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.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in their child's class
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Action Plan – Parent and Community Engagement

<p>Annual Goal (From Part C):</p>	<p>To create a viable partnership between parents and the entire school community that fosters improvement by all students in all academic areas.</p>
<p>Related Objective (Numbered in Part C):</p>	<p>To improve parental participation of all students, including Special Needs and ELL, in the areas of decision making and direct support of instructional programs as evidenced by a 10% increase in attendance at Parents’ Meetings.</p>
<p>WHAT needs to be done to accomplish objective? ➤ Refer to specific actions, strategies, and activities described in Part D.</p>	<ul style="list-style-type: none"> ➤ AIS meetings ➤ Open-School Night ➤ Promotion letters ➤ Teacher progress reports ➤ Parent Workshops and Classes ➤ E-Mail ➤ Phone Calls <p>Monthly Activity Calendar</p>
<p>FOR WHOM?</p>	<p>All students in grades 6, 7 and 8.</p>
<p>WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>September 2010 – June 2011 Two Open – School Nights, Bi-Monthly Meetings, Educational Workshops, and Saturday Extension Literacy and Technology Classes.</p>
<p>BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>Parent Coordinator, guidance counselors, assistant principal, Ridgewood AIDP Program, Principal, SAFE Programs, CBO’s</p>
<p>SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding</p>	<p>Parent Library, consumables, etc. Funding Sources: Tax Levy, PCEN, Title I, Title II, Title III</p>

sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, etc.)	
➤ INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT Instrument(s) of Measure; Projected Gains	Attendance, Parent Surveys Parent participation will continue to improve at parent meetings. There will be a 10% increase in the number of parents who will be able to assist their child in instruction.

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.

A variety of data was utilized to evaluate the effectiveness of instructional programs and strategies to improve student performance at IS 349. Data sources included performance on State assessments, NYSESLAT, Annual School Report Cards, nySTART, DAA test scores and periodic assessments. Additional data was ascertained from Inquiry Team data, teacher data binders, teacher-generated assessments, journal entries, AIS loges and Parent/Teacher conferences. After conducting a comprehensive review of IS 349’s educational program informed by the most current qualitative and quantitative data available regarding student performance trends and other indicators of progress the information below **summarizes the major findings.**

Data Source: A Comparison of the Accountability Overview Report (NYSED School Report Card) from 2008-09 and 2009-10

ELA Performance Trends: The previous 2008-09 data indicates that **all of six student groups continue to make AYP**. Two of those groups, LEP and Students with Disabilities made AYP because of safe harbor. It is important to note that the Black/African American student group made AYP because the group’s Performance Index (154) exceeded its EAMO (133). The SWD made AYP because of safe harbor; however, this student group remains far from the NYSED standards with a Performance Index of 116 and an EAMO of 131. Also, the LEP student groups had the smaller gap of 3 points between their Performance Index and their Effective AMO. The new 2009-10 data indicates that only one group, Black/African American student group made AYP. The Performance Index of the other subgroups did not meet or exceed the Effective AMO. All student groups at IS 349 require additional instructional support in ELA. The progress of LEP and SWD and all subgroups will continue to be carefully monitored and their progress will remain a schoolwide priority.

Math Performance Trends: The previous 2008-09 data indicates that **ALL student groups made AYP** in math because their PI exceeded their EAMO. The new 2009-2010 data indicates that all student groups continue to make AYP Because the SWD student group surpassed the

EAMO by the smallest amount (9), we will continue with intensive support in the area of mathematics. Differentiating instruction for SWDs will remain a high priority in order to continue this positive trend in student progress.

Science Performance Trends: The previous 2008-09 data indicated that the All Students group made AYP because the Performance Index exceeded the Progress Target. The new 2009-10 data indicates that **All Student group continue to make AYP** in science because the PI once again exceeded and increased (3) over the Progress Target. While this data indicates that the overall instructional initiatives for science are effective, we will continue to carefully monitor the progress and differentiated instructional supports in science will be identified in order to continue this overall positive trend in student achievement.

Data Source: A Comparison of Comprehensive Information Report (NYSED School Report Card) from 2007-08 and 2008-09

Social Studies Performance Trends: Data from the previous Comprehensive Information Report 2007-08, for Grade 8 in **Social Studies**, indicated that 85% of All Students scored at Levels 1 & 2 and only 15% scored at Levels 3 & 4. New data from SY 2008-09 indicates that 79% of All Students tested scored at Levels 1 & 2 and 21% met NYS standards by achieving Levels 3 & 4. This is an improvement from the previous year and indicates a **6% increase in the number of students meeting NYSED Standards** in Social Studies. This positive trend in student performance will be carefully monitored and appropriate modifications to teaching and learning will be put into place to better address the needs all students and students in targeted subgroups

For specific data by grade and subgroup please refer to section IV page 11.

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.

ELA Reform Strategies

- Continuation of student portfolios to monitor student growth
- Continuation of the implementation of the Workshop Design model to complete training of all ELA teachers (including Special Education and ESL) through literacy coaches.

- Continuation of 90-minute literacy block periods (minimum of 8 periods in ELA)
- Continued use of Academic Intervention Services to ALL students not meeting Standards through the use of the Push-In model.
- Continue to provide after school and/or Saturday programs to students who are at-risk readers and writers.
- Continue the support to teachers by the literacy lead teacher and resources
- Increase the articulation between the feeder schools about the instructional program and students performance coming to IS 349
- Ensure that units of study are covered in a timely matter
- Increase of independent reading opportunities and methods of accountability (reading logs and responses)
- Accessibility of reading material to students for enjoyment and independent reading at home
- Literacy AIS will provide students with level books to accelerate the sixth grade students reading performance in comprehension and fluency
- Increase the student participation and accessibility in technology programs; such as Soliloquy, Word Lab and Achieve 3000.
- Library media will be available this year for IS 349 students to conduct research, support culture of literacy through out the school. It is expected for teachers to collaborate with the librarian in planning to integrate literacy skills.

Math Reform Strategies

- Continue the support to all teachers in a vertical articulation meetings among all math teachers, amplifying their content knowledge and instructional strategies in specific skills
- Teachers will participate in monthly sessions to analyze students' work, creating and understanding the effectiveness of implementing rubrics in the math classrooms.
- Ensure that teachers are planning using the March to March skill pacing schedules.
- Increase the content literacy opportunities using library books, textbooks and other resources for student to negotiate with the text.
- Mathematics AIS will provide students in Tier one and two to accelerate the sixth grade students performance in all math concepts, skills, and problem solving.
- Increase the student writing opportunities in the content area
- Increase student accessibility in technology programs; such as Game 24, Scantron, Acuity, and Destination Math

3. Instruction by highly qualified staff.

School Administration and Support Staff will be instrumental supporting the delivery of high quality instruction. School administration will conduct informal and formal observations to support the highly qualify staff and identify needs and provide differentiated support.

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.

Review the professional development opportunities provided by

- Division of teaching and Learning
- Integrated Services Center
- Office of Accountability
- Office of School and Youth Development
- Office of Teacher Development: New Teacher Induction

And schedule school staff members to attend to these Professional developments. Based on needs assessment IS 349 will provide In House Professional Learning experiences, such as Intervisitations, Study Groups

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

Attend job fairs and create partnerships with secondary educational institutions

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

Please refer to the Action Plan – Parent and Community Engagement on page 72

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

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

Meetings are provided to ensure that teachers are actively involved in decisions. These meetings include PPT, Grade conference, faculty conferences and articulations.

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.

Some of the activities that are implemented in IS 349 are AIS support team. Please refer to Appendix I page 61 for AIS Information.

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.

- Park Slope Mental Health will be able to identify students and families at risk three days a week and provide direct counseling sessions.
- Families in temporary housing will receive assistance in housing resources and additional services.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</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 purposes ² of
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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 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.

	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			602,167		
Title I, Part A (ARRA)	Federal	x			90,782		
Title II, Part A	Federal		x		0		
Title III, Part A	Federal	x			21,300		
Title IV	Federal		x		0		
IDEA	Federal	x			19,140		
Tax Levy	Local	x			2,045,147		

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.

NOT APPLICABLE

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: PFR **SURR³ Phase/Group (If applicable):** SURR II

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.

Subgroups that were identified for improvement were the ELLs and Students With Disabilities. Refer to pages 16-21 for trends, needs assessment and corrective action.

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.

Please refer to Appendix I page 61 for AIS Information.

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.

(a) Provide the following information: 2010-11 anticipated Title I allocation = \$554,304.00 10% of Title I allocation = \$ 55,430.400

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Non-Contractual Agencies will be contracted to support differentiated professional development.

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

Lead teachers or coaches are scheduled to meet with specific assigned teachers to provide mentoring and differentiated professional development throughout the school year. Lead teachers and coaches are part of the instructional cabinet and meet periodically to assess the progress towards attaining school goals and individual teacher professional growth.

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.

On August 28th, I.S. 349 will conduct its annual parent jump start meeting at 6:00 PM in the auditorium. At that meeting parent will be inform of the school identification for improvement and other school initiatives.

	<p>4. Curriculum, Instruction Assessment and Professional Development</p> <p>5. Instruction-Lesson Planning</p> <p>6. Classroom Presentation</p> <p>7. Assessment</p> <p>8. Discipline and Security</p> <p>9. Parental and Community Involvement</p>	<p>a) Create and post an implementation time line. b) Provide training of all language arts teachers in the America’s Choice Program. c) The English Language Arts/Math curriculums will be reviewed at professional development workshops and staff will be trained in curriculum mapping. d) Curriculum standardization of the workshop model for all students, including special education and ELLs. e) Align professional development with all actions to be taken.</p> <p>Since America’s Choice has been mandated as the adopted program, all teachers should utilize the format to plan.</p> <p>a) Training in effective instructional strategies will be provided to all teachers. b) Classroom instruction should be differentiated to ensure that all students are able to understand the lessons presented.</p> <p>Teachers must be trained in the appropriate analysis of the data to inform curriculum and instruction.</p> <p>a) It is necessary to reallocate space in the building to provide a time-out/in-school suspension room. b) Classroom management needs to be consistently enforced in all classrooms.</p> <p>The current PTA and Parent Coordinator need to continue to aggressively recruit parents to attend many activities that have been scheduled for the school. There should be strong</p>
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	ESL/ Bilingual Education	<p>recruitment activities.</p> <p>An administrator with expertise in or access to appropriate professional development in ESL bilingual education must provide direct supervision to the program.</p> <p>We should have an ongoing communication with the District and the Community LSO to ensure proper implementation of the balanced literacy and timely feedback</p>
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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/ronlyres/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.)

To date, there are 10 Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.
 - o *Saturday Support Group for Students and Parent in Temporary Housing Programs*

This program allows the school to provide information and the availability of necessary resources in order to overcome barriers. To foster the relationship and bridge the gap between home and the learning institution, IS 349 has provided workshops for parents which include topics involving ‘Supporting the Goals of the School’ and ‘Helping Your Child to Achieve.’ In addition, we offer adult English classes and family literacy programs that include technology and math skills. On-going communication with the parents is essential to the program success and building future relationships within the school community. Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services, as determined by our needs assessment of the targeted population. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation.

For further assistance in responding to this section, contact your STH Liaison or the Senior Grants Officer/CFN Grant Liaison.

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. 349 Math, Science & Tech.					
District:	32	DBN:	32K349	School		333200010349

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		90.7	92.1	90.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.9	91.5	90.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	184	130	170	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	192	195	154		89.4	87.5	95.4
Grade 8	177	193	211				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	45	55
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	553	518	536	(As of October 31)	2007-08	2008-09	2009-10
					26	29	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	34	31	31	Principal Suspensions	32	32	52
# in Collaborative Team Teaching (CTT) Classes	6	0	6	Superintendent Suspensions	25	12	12
Number all others	24	33	29				

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	66	64	TBD	Number of Teachers	49	48	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	15	11
# receiving ESL services only	48	53	TBD				
# ELLs with IEPs	8	29	TBD	Number of Educational Paraprofessionals	2	2	0

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

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
	1	1	17	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
				% more than 2 years teaching in this school	67.3	75.0	97.9
				% more than 5 years teaching anywhere	59.2	60.4	80.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	88.0	95.7
American Indian or Alaska Native	0.5	0.2	0.6	% core classes taught by "highly qualified" teachers	98.1	83.2	99.2
Black or African American	13.2	13.9	13.8				
Hispanic or Latino	84.6	84.7	83.4				
Asian or Native Hawaiian/Other Pacific	1.1	0.8	1.3				
White	0.4	0.4	0.9				
Male	51.2	51.0	53.7				
Female	48.8	49.0	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	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:	35.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.3						
<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 Children's First Network 307	District 32	School Number 349	School Name Science, Math and Te
Principal Roy Parris		Assistant Principal Neyva Rivera	
Coach N/A		Coach N/A	
Teacher/Subject Area Kenia Soto ESL		Guidance Counselor Armenia Fernandez-Caba	
Teacher/Subject Area Edward Galindo Soc. Studies		Parent Ms. Brown	
Teacher/Subject Area Lydia Fuego Science		Parent Coordinator Jerry Hernandez	
Related Service Provider Zoraida Rivera IEP		Other Rosa Classen Special Education	
Network Leader Ada Orlando		Other Beltran Lewis, Data Spec.	

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	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	534	Total Number of ELLs	135	ELLs as Share of Total Student Population (%)	25.28%
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Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	25	34					59
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							0	5	8					13
Push-In							27	13	23					63
Total	0	0	0	0	0	0	27	43	65	0	0	0	0	135

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	21
SIFE	37	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	39

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									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

TBE	40	24	4	11	11	4	8	0	3	59
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	16	0	26	2	2	32	0	7	76
Total	58	40	4	37	13	6	40	0	10	135

Number of ELLs in a TBE program who are in alternate placement: 12

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								25	34					59
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	25	34	0	0	0	0	59						

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									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
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							30	14	29					73
Chinese														0
Russian														0
Bengali														0
Urdu									1					1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2					2
TOTAL	0	0	0	0	0	0	30	14	32	0	0	0	0	76

Part IV: ELL Programming

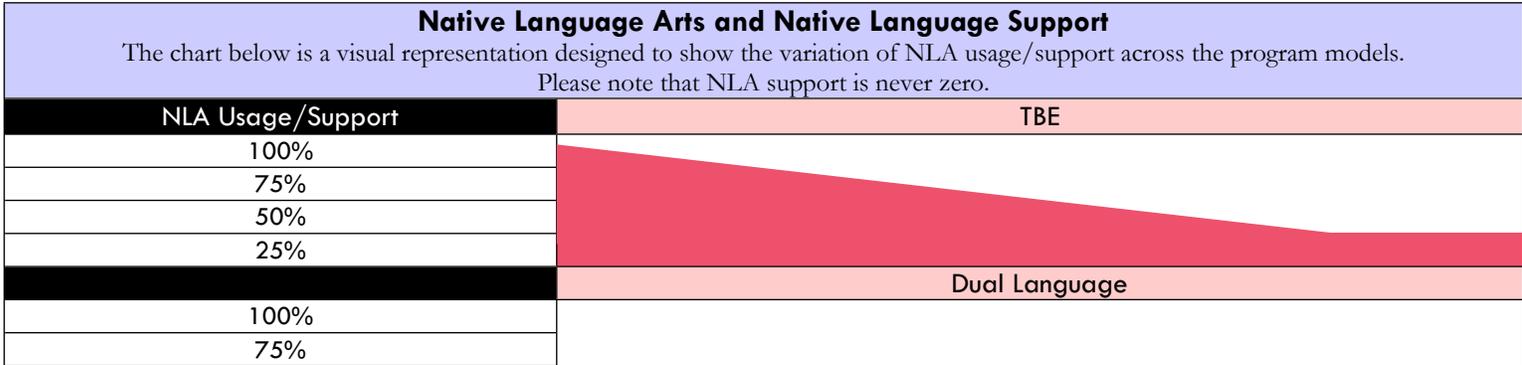
A. Programming and Scheduling Information

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

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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

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

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)							7	12	22					41
Intermediate(I)							5	10	27					42
Advanced (A)							19	15	18					52
Total	0	0	0	0	0	0	31	37	67	0	0	0	0	135

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	4	1				
	I							0	7	11				
	A							12	26	11				
	P							7	5	6				
READING/ WRITING	B							2	1	10				
	I							8	24	13				

	A							13	14	10				
	P							4	6	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	11	3	0	25
7	16	9	0	0	25
8	39	14	0	0	53
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4	0	17	0	7	0	0	0	28
7	5	6	6	8	3	1	0	0	29
8	11	11	19	9	3	5	0	1	59
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									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
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	5	24	29	5				
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.

Paste response to questions 1-6 here

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10

	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		November 1, 2010
	Other <u>Data Specialist</u>		11/1/10
	Other		
	Other		
	Other		