



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : IS 349 School of Math Science and Technology

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K349

PRINCIPAL: Roy Parris EMAIL: rparris@schools.nyc.gov

SUPERINTENDENT: LILLIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Roy Parris	*Principal or Designee	
Thomas Napoli	*UFT Chapter Leader or Designee	
Betty Alexis	*PA/PTA President or Designated Co-President	
Enza Carmada	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lennox Forbes	Member/SLT person	
Victor Portes	Member/ Teacher UFT	
Shirley Parkinson-Wright	Member/ Teacher UFT	
Evelyn Gonzalez	Member/ parent (PTA)	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, IS 349 will increase their median growth percentile in English Language Arts (including sub-groups) by 7% compared to peer schools as measured by the 2012 Progress Report. Provide a mid-year (February) benchmark using a measurable indicator.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2010-2011 Progress Report Student Progress Indicator shows that the English Language Arts adjusted growth percentile result for IS 349 is 62.5% compared to their peers' median growth percentile result at 67.3%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

By November 2011, IS 349 and Network Achievement Coaches will meet with IS 349's Instructional Cabinet, Inquiry Teams, and teachers to identify areas of concern in the non-fiction genre to target specific areas based on the 2011 ELA results; such as compare and contrast information about one topic from multiple sources and read to collect and interpret data facts and ideas. Achievement Coaches will offer monthly on-site and off-site professional development opportunities around progress monitoring and the acquisition of targeted skills based on monthly progress monitoring assessments. Achievement Coaches will assist with the creation of an assessment calendar that clearly defines the progress monitoring schedule, which addresses targeted skills and will ensure improvement in student growth. Teachers will also 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. These practices will continue until June 2012. In house activities will consist of:

- Continuation of student portfolios to monitor student growth
- Continuation of the implementation of the workshop model. This uses curriculum, individually paced work, student constructed meaning processes, risk taking, portfolio/performance assessment, self assessment and individualized learning and evaluation
- Academic Intervention Services will be provided to all students not standards through the use of the Push-In model

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The Parent Coordinator and teachers will regularly scheduled parent meetings to share information and respond to parent questions and inquiries. Parent workshops will be given to help parents and care givers have a better understanding of the NYSED Parent Report providing necessary information concerning their child's literacy and general school goals. As a result, parents will become more effective partners with the school in efforts to achieve their child's ELA goals.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that current staff become highly qualified, we will:

- **Increase the teachers' awareness level and expertise using different sources of student data available to them; for example, ARIS, SuccessMakers, Achieve 3000 and progress monitoring.**
- **ELA teachers and teacher teams meet along with the Literacy Coach once a week to develop literacy strategies.**
- **Have continuous meeting amongst teachers, data specialist and administration to examine students' data and design instructional plans addressing students' needs and strengths.**
- **Maintain and support collaboration amongst ELA, ESL and Special Education teachers to intensify student achievement.**
- **Focus professional development strategically to address different topics addressing academic language, writing strategies and understanding student's data.**
- **Formal and Informal observations will target student data collection and practice purposely.**
- **Coaches are scheduled to meet with specific assigned teachers to provide mentoring and differentiated professional development throughout the school year.**
- **Coaches are part of the instructional cabinet and meet periodically to assess the progress towards attaining school goals and individual teacher professional growth**
- **On site PD will be available to provide teachers with varying instructional strategies**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **The school has established an extended morning and Saturday program that targets specific students' needs by pairing master teachers with students not at proficiency level.**
 - **Attendance Improvement & Dropout Prevention (AIDP) program in conjunction with our attendance coordinator is utilized to improve the attendance for all students including subgroups**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I Schoolwide Program Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title I, Title II, and Title III to implement this action to target at-risk ELLs and SWD students from September 2011 – June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs**
- **Teacher per session for Saturday programs and differentiated professional development**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, IS 349 will increase their median growth percentile in Math (including sub-groups) by 6% compared to peer schools as measured by the 2012 Progress Report. Provide a mid-year (February) benchmark using a measurable indicator.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2010-2011 Progress Report Student Progress Indicator shows that the Mathematics adjusted growth percentile result for IS 349 is 57% compared to their peers' median growth percentile result at 63.3%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

By November 2011, IS 349 and Network Achievement Coaches will meet with IS 349's Instructional Cabinet, Inquiry Teams and teachers to target specific areas based on the 2011 Math Results and Identify areas of concern in math such as algebra and geometry. Achievement

Coaches will offer monthly on-site and off-site professional development opportunities around progress monitoring and the acquisition of targeted skills. Achievement Coaches will assist in the creation of an assessment calendar that clearly defines the progress monitoring schedule that will endure improvement in student growth. In house activities will consist of:

- **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.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The Parent Coordinator and teachers will regularly scheduled parent meetings to share information and respond to parent questions and inquiries. Parent workshops will be provided 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that current staff become highly qualified, we will:

- **Increase the teachers’ awareness level and expertise using different sources of student data available to them; for example, ARIS, SuccessMakers; and Achieve 3000.**
- **Have continuous meeting amongst teachers, data specialist and administration to examine students’ data and design instructional plans addressing students’ needs and strengths.**
- **Maintain and support collaboration amongst Math, ESL and Special Education teachers to intensify student achievement.**
- **Focus professional development strategically to address different topics where students apply math skills, conceptual development, and problem solving.**
- **Formal and Informal observations will target student data collection and practice purposely.**
- **Coaches are scheduled to meet with specific assigned teachers to provide mentoring and differentiated professional development throughout the school year.**
- **Coaches are part of the instructional cabinet and meet periodically to assess the progress towards attaining school goals and individual teacher professional growth**

- **On site PD will be available to provide teachers with varying instructional strategies**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **The school has established an extended morning and a Saturday program that targets specific students' needs by pairing master teachers with students not at proficiency level. The program will support ELL and former ELL with the intentions of increasing high school readiness while enhancing the academic language. The math program is geared to provide support for the state test while at the same time providing rigor for ELL students.**
 - **We also have the Attendance Improvement & Dropout Prevention (AIDP) program in conjunction with our attendance coordinator is utilized to improve the attendance for all students including subgroups to ensure students are here receive instruction.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I Schoolwide Program Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title I, Title II, and Title III to implement this action to target at-risk ELLs and SWD students from September 2011 – June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day**
- **Consumable instructional materials for use during extended day programs**
- **Teacher per session for Saturday programs and differentiated professional development**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, IS 349's 8th grade student will meet the projected performance index target of 94 in Science on the 2011-2012 NYS Accountability Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

IS349's 8th grade students did not meet the target index of 100 on the 2010-2011 School Report Card. Students achieved a 93 index score on the NYS School Accountability Report. BENCHMARK: By February 2012, students will show an 80% passing rate on a school administered Science exam that reflects the NYS Science Assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

By November 2011, IS 349 and Network Achievement Coaches will meet with IS 349's Instructional Cabinet, Inquiry Teams, and teachers to identify areas of concern in Science; such as Tier 3 Vocabulary words. Achievement Coaches will offer monthly on-site and off-site professional development opportunities around progress monitoring and the acquisition of targeted skills. Achievement Coaches will assist with the creation of an assessment calendar that clearly defines the progress monitoring schedule that will ensure improvement in student growth.

Science teachers will monitor student writing progress through maintenance of portfolios. During common planning time, teachers will articulate to align curriculum with strong emphasis on writing.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that current staff become highly qualified, we will:

- **Have continuous meeting amongst teachers, data specialist and administration to examine students' data and design instructional plans addressing students' needs and strengths.**
- **Maintain and support collaboration amongst Science, ESL and Special Education teachers to intensify student achievement.**
- **Focus professional development strategically to address the grade specific Science curriculum**
- **Formal and Informal observations will target student data collection and practice purposely.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **The school has established a Saturday program to build academic language for ELLs and former ELLs. The program also targets specific students' needs by pairing them with master teachers. Students are exposed to laboratory work that incorporates the use of scientific equipment and techniques, precise observation, accurate reading of data, the presentation of data to demonstrate its significance, analysis of data, drawing conclusions from data and learning the skill of making testable predictions based on their ideas about the nature of the world.**
 - **The Attendance Improvement & Dropout Prevention (AIDP) program in conjunction with our attendance coordinator is also utilized to improve the attendance for all students including subgroups to ensure students are here to receive instruction.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

- As a Title I Schoolwide Program Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title I, Title II, and Title III to implement this action to target at-risk ELLs and SWD students from September 2011 – June 2012 as indicated below:**
- **Professional instructional materials to support curriculum development during the regular school day**
 - **Consumable instructional materials for use during extended day programs**
 - **Teacher per session for Saturday programs and differentiated professional development**

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the end of June 2012, IS 349 will increase its yearly attendance rate by 2% to meet the Chancellor's attendance benchmark.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

By February 2012, IS 349's attendance percentage will increase by 2% to meet the Chancellor's attendance benchmark.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

By November 2011, Network Attendance Manager and assigned Attendance Teachers will meet with IS 349's Attendance Committee to identify areas of concern and suggest recommendations for improvement. Attendance Manager will provide assistance in the creation of a coherent Attendance plan; such as increased home visits by family workers, outreach from the attendance teacher, ILOG workshops, and the use of Global Connect which will identify students at risk. This will also allow for a quicker intervention in order to prevent ongoing attendance issues. Attendance manager will also monitor monthly attendance rates and open 407's to ensure that attendance procedures are promptly addressed.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **The Parent Coordinator and other staff such as the guidance counselor will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.**
 - **Parent workshops train parents how to use ARIS Parent Link and provide available resources to gain information about their child's attendance.**
 - **Parent workshops will encourage parents to become more effective partners within the school community and an integral part in the academic success of their child.**
 - **Parents will be invited to attend assemblies with activities that encourage student participation and/or celebrate student attendance**
 - **Classes with daily perfect attendance will be acknowledged over the PA system on a daily basis**

- IS 349 will address the problem of chronic absences which appear excessive, even when the absences have been excused by a parent or guardian by setting up meeting with key people such as teachers, administrators, counselor, and a school psychologist. Parent/guardian and the student both are both part of the meeting.
- Providing monthly calendars to keep parents aware of activities throughout the school year.
- Written and verbal progress reports will be periodically given to keep parents aware of their children's progress and attendance
- Families in temporary housing will receive assistance in housing resources and additional services such as referrals to outside agencies for counseling.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that current staff become highly qualified, we will:

- Increase the teachers' awareness level of the importance of accurately monitoring student attendance by reviewing IS 349's attendance policy
- Attendance Committee will meet monthly to identify students at risk.
- The inquiry team will address attendance as an area of concern when focusing on specific students

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Attendance Improvement & Dropout Prevention (AIDP) program in conjunction with our attendance coordinator is utilized to improve the attendance for all students including subgroups

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I Schoolwide Program Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title I, Title II, and Title III to implement this action to target at-risk ELLs and SWD students from September 2011 – June 2012 as indicated below:

- Assemblies and incentives will be used to reward students with good attendance

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, IS 349 will reduce the number of student related safety incidents and suspensions by 5% as compared to last year's student related incidents and suspensions.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

By February 2012, IS 349 school administration and guidance counselor will decrease the number of student related safety issues and suspensions by 5%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

By November 2011, IS 349 and Network OYD personnel will meet and identify areas of concern for safety. Network OYD personnel will also provide training to guidance counselors and safety personnel on interventions to assist with safety protocols.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In order to take the focus off of negative activity resulting in suspensions, IS 349 strengthened parent involvement in the educational process to aid in the development of positive attitude toward the school community as a whole. The following will be done to achieve this goal:

- **Frequent reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that current staff become highly qualified, we will:

- **Increase the teachers' awareness level of the importance following the chain of command procedures in dealing with behavior issues.**
- **Guidance Counselor, Dean, Social Worker provide on-going workshops to the staff regarding how to deal with student related safety incidents**
- **Meetings are provided to ensure that teachers are actively involved in decisions. These meetings include Pupil Personnel Team (PPT), and articulation meetings. The PPT meets bi-monthly to address interventions for students with academic/behavioral issues. At these meetings there is discussion of problems or issues that need attention for specific students, with suggestions for action. An action plan is then developed to provide assistance in ensuring the academic and or behavioral needs are met. One example of the actions taken is the Functional Behavioral Assessment (FBA) in which teachers make an overall assessment of the student performance and the information is reviewed by the Student Based Support Team (SBST) for interventions or next steps.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **Attendance Improvement & Dropout Prevention (AIDP) program in conjunction with the dean is utilized to improve the behavior all students including subgroups**
 - **Park Slope Mental Health will be able to identify students and families at risk three days a week and provide direct counseling services**
 - **Families in temporary housing will receive assistance in housing resources and additional services**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I Schoolwide Program Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title I, Title II, and Title III to implement this action to target at-risk ELLs and SWD students from September 2011 – June 2012.

In addition, Parent Coordinator's Title I funds will be maintained 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 community such as:

- **Parenting skills, GED, ESL and curriculum based workshops to build parent's capacity to help their children at home**
- **Providing an Annual Parent Fair where all parents are invited to attend formal presentations and workshops to address their parenting needs**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
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- 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.

	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	29	66			25		10	9
7	111				15		11	21
8	159				20		10	8
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
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	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.

<p>Science: Saturday Academy Program</p>	<p>The goal of this program is to raise student achievement in Science by providing all students 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>
<p>Social Studies: 37 ½ Minute Instructional Program</p>	<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>
<p>Technology: Saturday Academy Program</p>	<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>
<p>At-risk Services provided by the Guidance Counselor</p>	<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>
<p>At-risk Services provided by the School Psychologist</p>	<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>
<p>At-risk Services provided by the Social Worker</p>	<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.

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 September 1st and September 8th, 2011. In June 2012, 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 and 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.**

School-Parent Compact

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 for child rearing practices and teaching and learning strategies.
- To work with his/her child on school work; and read and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- To be responsible for:
 1. Monitoring my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
 2. Checking and assisting my child in completing homework tasks when necessary;
 3. Monitoring television watching
- To share the responsibility for the improved academic achievement of my child
- To communicate with his/her child's teachers about their educational needs.
- 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.

The Student Agrees

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

School of Math, Science and Technology 349

***Roy Parris,
Principal***

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 32K349 **School Name:** IS 349 School of Math Science & Technology

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Based on the data from the NYS report card 2011, only 18 % of our students met the performance standards in English Language Arts. The following subgroups did not meet AYP: All students; Hispanic; Students with Disabilities; English Language Learners; Economically Disadvantaged. In March 2011, IS 349 went through a JIT review. The specific academic issue that caused the school to be identified was the overall performance on English Language Arts. Performance data for the school on NYSED Accountability overview Reports (AOR) for 2008-09 and 2009-10 showed an increase in the number of subgroups that did **not** make AYP in identified area(s).

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

After careful review of the JIT findings on March 2011, IS 349 will use the grant to implement the recommendations of the JIT report in the Teaching and Learning section. The following will be implemented:

- A series of professional development activities to build the capacity of teachers to effectively collaborate and communicate in order to develop a culture of professional instruction and learning. These activities will help teachers gain a deeper understanding of the curriculum and will improve academic performance.
 - Teachers will be engaged in devising and updating curriculum maps and aligning them to the Common core Standards.
 - The Literacy Coach and school leaders will engage teachers in discussions/workshops that will lead to increased instructional effectiveness. Workshop topics will include: *Units of Study, Increasing Student Motivation, Getting Students Set to Learn, Teaching to Both Halves of the Brain, Effective Modeling Techniques, Checking for Students Understanding, Effective Questioning Techniques, and Differentiation.*
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

IS 349 will use the anticipated Title I funds to provide schoolwide professional development that builds capacity and improves teaching. The concepts of *Master Teaching* will be the foundation. In-house professional development will be provided on a weekly basis focusing on strategies to meet the challenges of our identified subgroups: English Language Learners, and Students with Disabilities. Study groups will reassess or modifying Best Practices and addressing items/or recommendations from the JIT review. Teachers will be given the skills necessary to tie content knowledge with instructional strategies that engage students in the venue in which they think and learn.

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

Our Literacy Coach is a mentor for two of our new teachers. She assists by giving ongoing guidance on areas of lesson planning, classroom management and classroom organization. The coach will adhere to the mentoring school program and document all of her mentoring activities with our newest teachers

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.

Parents will receive the School identification during our February Parent Teacher conference and monthly PTA meetings

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 412/ Ada Orlando	District 32	Borough Brooklyn	School Number 349
School Name The School of Math, Science & Technology			

B. Language Allocation Policy Team Composition [?](#)

Principal Roy Parris	Assistant Principal Madeline Rodriguez
Coach Aileen Plaza	Coach type here
ESL Teacher Kenia Soto	Guidance Counselor Armenia Fernandez
Teacher/Subject Area Victor Portes NLA	Parent type here
Teacher/Subject Area Lydia Fuego Science	Parent Coordinator Jerry Hernandez
Related Service Provider Zoraida Rivera IEP	Other Edward Galindo Social Studies
Network Leader Ada Orlando	Other Beltran Lewis Data Specialist

C. 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	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	471	Total Number of ELLs	109	ELLs as share of total student population (%)	23.14%
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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. 

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

At registration, parents of first-time admits are given a Home Language Survey (HLIS) to identify the child's language proficiency. The HLIS is reviewed by Ms. Kenia Soto, the certified ESL teacher or Ms. Madeline Rodriguez, AP in charge of ELLs. They are both proficient in English and Spanish. If the child is identified as an eligible candidate for Bilingual Instructional services, an informal oral interview in English and in the native language is given to the candidate by Ms. Kenia Soto, the English as a Second Language teacher. Then, the ESL teacher will determine if the child is eligible to test with the LAB-R in order to determine English language proficiency. The (HLIS) is collected and filed in the main office. The LAB-R will be administered only once to a student to determine eligibility for Bilingual Education or ESL services. All LAB-R eligible new entrants that speak other language than English will be tested within the first ten days of initial enrollment.

Once the LAB-R is administered to the student, it is hand-scored to determine the student's ELL entitlement status. If the results from the LAB-R indicate that the child should receive bilingual or ESL services Ms. Kenia Soto will send out an entitlement letter to the parents to inform them about the child's identification. If the student scores a proficient level on the LAB-R the student is not considered for ESL or Bilingual services. The student is enrolled in a general education program. Ms. Kenia Soto, ESL teacher will send a non-entitlement letter to the parent informing them that the child is not entitled to receive Bilingual Instruction or ESL services. Entitlement Letters and non-entitlement letters are filed by Ms. Kenia Soto in room 337.

These are the steps taken to annually evaluate ELL's using the 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. After analyzing the NYSESLAT it was determined that during 2010-11, our sixth grade population was the largest.

After reviewing the NYSESLAT data, the patterns revealed were as follows:

- Speaking is in line with general abilities for the majority of the intermediate and advanced students. It is the Reading and Writing skills that is holding our students back from the proficiency level primarily in grades 7 and 8. This information will be useful in preparing Professional Development that gears to developing reading and writing in our classrooms. Teacher teams will have access to the information to plan lessons to support reading and writing of ELL students.

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 provided by Mr. Jerry Hernandez, Parent Coordinator; that describes the various programs available for ELLs. At the orientation, parents sign an attendance log. Then they view a CD in their native language and all the programs placement options are presented and explained with clarity and objectivity. Once the parents have viewed the CD, they visit classrooms where the various program options are conducted. Finally, the parents that attend the workshop are issued the Parent Selection form. The parents fill out the Parent Selection form indicating the program they want their child in. Once the parents fill out the Program Selection form the Parent Coordinator collects the forms and returns them to Mrs. Aurora Melo, Pupil Accounting Secretary. She gives them to Ms. Kenia Soto, ESL Teachers, who reviews them and makes a decision on placing the student in the proper program, if available. Then, later she files the Parent Selection forms in room 337.

Steps taken to ensure the return of the following forms: Entitlement Letters, and Program Selection forms are as follows; the parent coordinator makes phone calls to set up an appointment with the parent to view the CD; if the parent does not respond, home visits are made to reach out to the parent. Once the LAB-R is administered to the students, it is hand scored to determine the students' ELL entitlement status. If the results from the LAB-R indicate that the child should receive bilingual or ESL services, Ms. Kenia Soto will send out an Entitlement Letter to the parents to inform them about their child's entitlement to the services. The distribution and the collection of the Entitlement Letters, Parent Survey and Program Selection forms are handled during the mandated parent orientation workshop during the first half of the school year. For any child that arrives after the parent orientation the same process is followed, the Parent Coordinator meets with the parent to show the CD, and Ms. Kenia Soto analyzes the LAB-R to determine entitlement. The child will be enrolled in the appropriate program within 10 days. Parent brochures are disseminated in their native language to ensure the complete understanding of each available program. After reviewing the parent survey and the Program Selection forms for the past few years it is evident that parents from I.S. 349 continue to request Transitional Bilingual Education and Freestanding ESL according to the parental choice selections. The programs models offered at the school are aligned with the parent choice selection requested by the parents. In analyzing the program selection forms for the start of 2011, it is consistent the 7 parents selected the TBE program as their first choice and 4 parents selected ESL as their first choice out of 11. No parents selected Dual-Language as their first choice.

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.

Part III: ELL Demographics

A. ELL Programs

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

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	12
SIFE	35	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	27

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	25	14	5	2	1	2	11	4	0	38
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	12	2	29	1	2	19	0	1	74
Total	51	26	7	31	2	4	30	4	1	112

Number of ELLs in a TBE program who are in alternate placement: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	2	34					36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other <u>TI</u>								0						0
TOTAL	0	2	34	0	0	0	0	36						

**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	
	EL L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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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							35	30	10					75
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	35	31	10	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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

I.S. 349 implements a Transitional Bilingual Education (TBE) Program as well as a Freestanding English as a Second Language (ESL) Program.

The organization models used at IS349 are Push-in which is co-teaching, pull-out and self-contained. Ms. Kenia Soto, certified ESL teacher along with Mr. Shams Momin, who is also a certified ESL teacher will be using the push-in/pull-out model to service the ESL population. The two teachers will be responsible for providing mandated services to students in ESL classrooms of grades 6th, 7th, and 8th.

A. Programming and Scheduling Information

Mrs. Rosa Classen, who is certified in ESL, will be the self-contained, special education class that services grades 7th and 8th.

The program model is a block model with a heterogeneous grouping. In regards to our bilingual education class the situation is ungraded whereas their maybe different grade levels in one class.

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 services students that are on 8th grade. In addition, there is a Bilingual Special Education class serving 6th to 8th grade special needs students.

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

Our TBE program has a wide range of students, both in terms of proficiency and academic background. It is important to observe that about 40% of the students in our TBE program are identified SIFE status. An important part of our work is to reach all of our ELL students at their language proficiency in the L1 and L2 in NLA and ESL. At IS 349 academic instructional services are as important as are our enrichment classes, services are provided before, during and extended time.

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 ratio 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.
- Sheltered Instruction Observation Protocol (SIOP) Instructional Model is implemented in the Science content area targeting the seventh and eighth grade ELL population.
- Differentiated Instruction: In order to carry out this transitional language model, instruction is differentiated to ensure comprehension for all ELLs of all proficiency levels.
- 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

A. Programming and Scheduling Information

are used as part of our curriculum in both ESL and Content area instruction.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
<ul style="list-style-type: none"> •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. 			
<ul style="list-style-type: none"> •Within the TBE program, explicit ESL is delivered 			
<ul style="list-style-type: none"> •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 are regularly evaluated in their native languages. 			
<ul style="list-style-type: none"> •include an periodic assessments, Main State test and an in-house tests. Materials will be printed and used from the Acuity website in their native language to track progress. The ELE is also used to evaluate objectives relating to student progress in native Language Arts. The data will be collected and it will be used to plan for meeting the needs of the diverse ELL population. 			
Instructional Materials			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

- 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).

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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Courses Taught in Languages Other than English

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)?

N/A at this time.

Math:	Spanish			
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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.

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 and facilitate high quality instruction for ELLs such as: Sheltered Instruction Observation Protocol (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.

Mrs. Armenia Fernandez, Guidance Counselor at IS349 provides ongoing professional development of the policies and steps regarding the transition of students from Middle School to High School to the staff. The staff will be utilized to support students in answering questions of transitioning. Mrs. Fernandez will visit classrooms to have an orientation on how to fill out High School forms and makes herself available to students and parents for further assistance.

In order to fulfill the 7.5 hours of ELL training for the staff, our network support will provide all teachers with ESL training on different methods and strategies to support the ELL population. In addition the school will provide Professional Development as well to all staff members. All agendas and attendance sheets will be kept in the school.

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?

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

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

IS349 is affiliated with the following agencies and or CBO's which provide services and workshops to our ELL population:

- Ridgewood Bushwick Center (GPS), this program provides in school and after school services for students and parents in support with attendance issues and behavior. They also service families that live in Temporary Housing.
- NY Psychotherapy and Counseling Center, the Guidance Counselor refers families to this center for ongoing guidance and counseling. Counseling is available for both family and student.
- Bushwick Parent Coalition, this organization provides information to all families of resources available in the community to assist with any difficulties they maybe having.

The needs of the parents are evaluated through a Parent Questionnaire form that is issued at the beginning of the year at a PTA Meeting. The Parent Questionnaires are analyzed by the PTA members, Parent Coordinator and the Assistant Principal to assess the needs of the parent. The parent workshops are then planned according to the needs assessment of the parents. A schedule is created for topics needed to be covered at parent workshops.

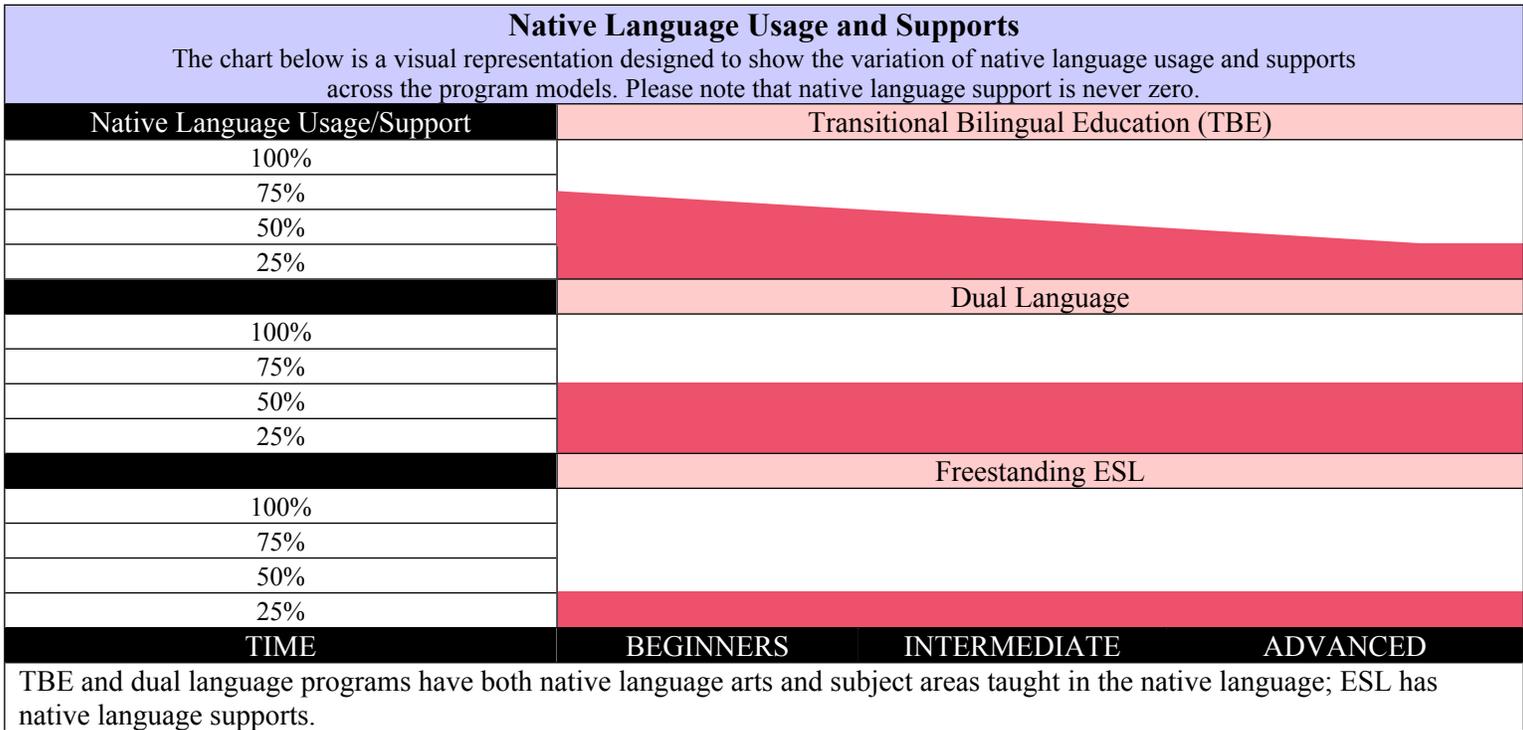
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

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- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication

The SIFE population has increased 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 Academic Language and Literacy Diagnostic (ALLD) assessment to identify

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)?

N/A at this time.

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.

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 and facilitate high quality instruction for ELLs such as: Sheltered Instruction Observation Protocol (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.

Mrs. Armenia Fernandez, Guidance Counselor at IS349 provides ongoing professional development of the policies and steps regarding the transition of students from Middle School to High School to the staff. The staff will be utilized to support students in answering questions of transitioning. Mrs. Fernandez will visit classrooms to have an orientation on how to fill out High School forms and makes herself available to students and parents for further assistance.

In order to fulfill the 7.5 hours of ELL training for the staff, our network support will provide all teachers with ESL training on different methods and strategies to support the ELL population. In addition the school will provide Professional Development as well to all staff members. All agendas and attendance sheets will be kept in the school.

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?

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 believe that when parents and teachers work together, children's educational experience is enriched and their potential is maximized.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

IS349 is affiliated with the following agencies and or CBO's which provide services and workshops to our ELL population:

- Ridgewood Bushwick Center (GPS), this program provides in school and after school services for students and parents in support with attendance issues and behavior. They also service families that live in Temporary Housing.
- NY Psychotherapy and Counseling Center, the Guidance Counselor refers families to this center for ongoing guidance and counseling. Counseling is available for both family and student.
- Bushwick Parent Coalition, this organization provides information to all families of resources available in the community to assist with any difficulties they maybe having.

The needs of the parents are evaluated through a Parent Questionnaire form that is issued at the beginning of the year at a PTA Meeting. The Parent Questionnaires are analyzed by the PTA members, Parent Coordinator and the Assistant Principal to assess the needs of the parent. The parent workshops are then planned according to the needs assessment of the parents. A schedule is created for topics needed to be covered at parent workshops.

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)							6	7	26					39
Intermediate(I)							5	3	8					16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							24	23	8					55
Total	0	0	0	0	0	0	35	33	42	0	0	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	1	6				
	I							1	2	6				
	A							25	6	12				
	P							2	21	12				
READING/ WRITING	B							2	4	14				
	I							5	6	12				
	A							23	13	10				
	P							0	7	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	20	2		28
7	19	10	0	0	29
8	14	13	0	0	27
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									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	28	24	21	36				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Part VI: LAP Assurances

School Name: <u>IS 349</u>		School DBN: <u>32K349</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roy Parris	Principal		1/1/01
Madeline Rodriguez	Assistant Principal		1/1/01
Jerry Hernandez	Parent Coordinator		1/1/01
Kenia Soto	ESL Teacher		1/1/01
Betty Alexis	Parent		1/1/01
Edward Galindo/ Soc. Studies	Teacher/Subject Area		1/1/01
Lydia Fuego/ Science	Teacher/Subject Area		1/1/01
Aileen Plaza	Coach		1/1/01
	Coach		1/1/01
Armenia Fernandez	Guidance Counselor		1/1/01
Ada Orlando	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **32K349** School Name: **Math, Science and Technology**

Cluster: **ChristopherGrol** Network: **412**

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 data shows that during the jumpstart orientation in August, 90% of the parents of the incoming students spoke spanish. Our written translation needs assessment was conducted in consultation with the principal and PTA president, both of whom expressed anticipated needs for this school year. The fact is that many of our most active parents are those that have the fewest skills in English, and thus access to school information. Given the population of our school 88% hispanic students, and 12% african american, we have an urgent need to make critical information accessible and available to all parents, such as the Quality Review Report, Title I and all DOE initiatives that need to be presented to the parents.

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.

Other anticipated needs include letters to parents regarding upcoming exams notices, IEP's, High School Applications, 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 school staff. 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 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 school community. We also will provide copies of all documents available from the DOE concerning to school, community and student 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, EPC/IEP 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. Our intake staff such as Guidance Counselor, Social Worker, two Secretaries, Assistant Principal, Principal, Attendance Family Worker, and SBST are bilingual/spanish and they all have the capacity to deliver translation services to the parents.

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. All parents have access to the computer lab for additional access to the translation needs.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: IS349	DBN: 32K349
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: IS 349's Title III Program 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 as reflected on the 2010-2011 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, Speak, Writing and Reading) Two certified license teachers will provide supplemental instruction to them during the months of January thru May. The sessions will be scheduled on Saturday during Saturday Academy from 8:30am-12:30pm for the total of 20 sessions. There will be two classes with heterogeneous groupings to service approximately 60 students who are recently admitted from other countries (code 58).

Instructional material will be purchased for this program and will consist of the Longman Building Bridges which is a flexible language development program that accelerates students' academic achievement through scaffolding, sustaining instruction and language development. This program has a phonic component and uses a wide range of strategies to acquire academic language.

CAAP-Content Academic Acceleration Program-CAAP consist of a program that develops and enhances students' performance on academic content areas, such as Mathematics, Science and Social Studies. A total of two certified license teachers will provide supplemental instruction to ELLs in the Transitional Bilingual Education and ELL's. The sessions will be scheduled on Saturdays, starting in January thru June corresponding to the NYC Assessment schedule from 8:30am thru 12:30pm. The classes will consists of one Science, one Math, and one ELA/ESL (Achieve 3000). In addition, we will facilitate the newcomers' preparation for the NYSESLAT.

We will use the supplemental programs for the Perfection Learning Company, Review, Practice and mastery of the New York Learning Standards for each subject area. Consumable material will be purchased to facilitate and enhance instruction.

I

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: IS349 is committed to provide school based professional development in collaboration with network support, to build the capacity of the school, to improve all academic areas of the target population. The newly hired literacy coach will work together with staff to ensure and equitable curriculum for all our ELL's. The Literacy Coach will offer staff development for our teachers using ESL methodologies. A common prep time has been set aside every Wednesday until June from 11:05am-11:50am in which the Literacy Coach is available. During these professional development sessions teachers will learn how to implement scaffolding strategies into their teaching. The Literacy Coach will meet with teachers and will address individual issues. As part of our work at IS 349, teachers of ELLs students participated in 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 the SIOP institute. During this time teachers 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 ELL's.

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.

Part D: Parental Engagement Activities

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

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

Begin description here: IS349 will work extensively with parents of ELL's who are in need to learn English as a Second Language. This support will be provided to them through ESL classes during Saturdays at no cost to Title III. They also will be invited to different workshops to support them in social and educational issues, such as immigration, Native Language Literacy skills, Computer Skills and NYC School initiatives, including assistance in the completion of the High School application process. IS349 provides an additional orientation for parents of new commers from January thru April regarding all school related programs and activities.

PET-Parent Empowerment Team-Title III Parent ESL and NLA Classes-IS349 will provide classes for parents during Saturdays to help them build literacy skills in both languages and content areas. These classes will take place during Saturdays from 9:00am thru 12:00pm by certified teachers. The

Part D: Parental Engagement Activities

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.

Part E: Budget

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

Allocation Amount: \$

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