

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). Note: *If for any reason an SLT member*

does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

Name	Position/Constituency Represented	Signature
Rose-marie Mills	*Principal	
Summer Lott	*UFT Chapter	
Ruth Martinez	*PA/PTA President	
Jessica Abrue	Title I Parent Representative	
Magdalena Pagan	DC 37 Representative	
Rusmayris Guillermo	UFT	
Wanda Torres	PA	
Paulino Herrera	PA	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Academy of Applied Mathematics and Technology (AAMT) was founded on the principle of student-centeredness. Accordingly, every administrative and pedagogical decision addresses how to make an AAMT student a strong character, a critical thinker, an intelligent decision-maker, an effective communicator, and a life-long learner. The administration has introduced several initiatives to realize this vision.

The school has integrated technology thoroughly across the school. Every classroom is equipped with SMART board, LCD projectors and requisite software. All teachers have an E-Chalk account and are expected to upload the curriculum, the monthly calendar, home work, test dates and other relevant information in order to keep the learning community and parents informed. Teachers have received professional development on educational technology. Students use technology on a daily basis and they have a school-based e-mail account. Technology is actively used both as a tool and a hook to improve student performance.

As of 2008-2009, all content areas have block programs that range from 72 minutes to 90 minutes in duration. This change was implemented to enable all content areas to deliver in-depth instruction. In addition, all content area teachers have common prep periods that are used to plan instruction and analyze student data. The goal is to increase student proficiency in content areas.

The Academy of Applied Mathematics and Technology continues to improve its practice of differentiated instruction. Teachers have become accustomed to analyzing data at the individual, class and grade level to understand trends. In response, teachers have begun to tier instructional methodology: they teach whole-class, small groups and individuals; they offer different levels of support to students in learning circles; they tier assessment by challenge, process and product. The teachers use variegated data to target instruction and monitor student progress and proficiency levels.

A significant initiative in the 2008-09 school year is the infusion of art, music, and dance in the curriculum. The classes are part of the regular school day and are also offered in the after school program. Additionally, students participate in arts related educational trips.

Middle School 343 offers a number of programs to support students. Saturday Academy in all content areas is offered to the grade eight cohort. Grades six and seven students receive Saturday Academy classes in ELA and Math. The school also provides additional support in ELA and Math via an Academic Intervention Program (A.I.S.). The A.I.S. instructional groups have approximately 12 students based on learning needs. In addition, on a daily basis, all students are engaged in a forty-five minute skills block that focuses on improving writing skills.

The boldest of the initiatives in school year 2008-09 is the Teacher Action Research Project. Selected teachers are participating in this project in lieu of the usual formal teacher observation. The teachers have selected six to eight students from the lowest quartile, assess data, develop and implement differentiated instruction, monitor progress and revise recursively. Additionally, the teachers are documenting the strategies that are successful with different subgroups. The chief intention is to develop a cadre of reflective practitioners.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Academy of Applied Mathematics and Technology						
District:	7	DBN:	07X343	School BEDS Code:	320700010343		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	0	0	0		0.0	91.3	91.3
Kindergarten	0	0	0	Student Mobility - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 2	0	0	0			92.5	92.7
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 5	0	0	0		0.0	60.0	81.4
Grade 6	0	116	84	Students in Temporary Housing - Total Number:			
Grade 7	0	105	98	(As of June 30)	2005-06	2006-07	2007-08
Grade 8	0	0	90		0	7	6
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 11	0	0	0		0	1	2
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	1	(As of June 30)	2005-06	2006-07	2007-08
Total	0	221	273		0	1	2
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes		18	24	Principal Suspensions	0	57	45
# in Collaborative Team Teaching (CTT) Classes		0	10	Superintendent Suspensions	0	16	25
Number all others		11	41	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(As of October 31)	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
# receiving ESL services only	0	17	18	Number of Teachers	0	15	21

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	5	Number of Administrators and Other Professionals	0	5	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	TBD	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	3	3	% fully licensed & permanently assigned to this school	0.0	100.0	95.2
				% more than 2 years teaching in this school	0.0	0.0	0.0
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			
(As of October 31)	2005-06	2006-07	2007-08	% Masters Degree or higher	0.0	67.0	67.0
American Indian or Alaska Native	0.0	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	89.5	73.5
Black or African American	0.0	38.0	33.7				
Hispanic or Latino	0.0	60.2	65.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.4				
White	0.0	1.4	0.4				
Male	0.0	55.2	51.6				
Female	0.0	44.8	48.4				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
					√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	√						
	√						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:				Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√				
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Other Groups						
Students with Disabilities	√ ^{SH}	√				
Limited English Proficient	-	-				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	5	5				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	68.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	10.9	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	16.4	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	35.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	6		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

- The leadership creates a positive learning culture for students and teachers.
- The teachers work collaboratively to plan the curriculum, instruction and the support for student learning.
- The staff uses data effectively to monitor the progress of student achievement.
- The students in greatest need of improvement make excellent progress as a result of the effective support they receive.
- The curriculum organization is creatively supported by the scheduling and structuring of student groupings.
- The teachers receive excellent professional development in the use of data to support their instructional practices.
- The teachers use data well to identify the differentiated learning needs of individual and groups of students.
- The excellent communications provide a wide range of opportunities for parents to be active partners in their children's education.
- All members of the school community contribute to the caring and respectful culture which exists in the school.
 - The school scored at grade A for two consecutive years on the New York City Progress Report

School's Challenges

- Improve whole school, classroom, grade and subject goal setting based on students' present and projected outcomes.
- Improve strategic planning by the use of interim goals to monitor the progress in reaching the school's long-term goals and in improving student and teacher outcomes.
- Further improve student goal setting to ensure that there is a consistency in students' understanding of how and by when a goal can be met.
- Further improve the pace, engagement and interest in some instruction by providing more student-centered learning opportunities.
- Continue to improve the curriculum by expanding the range of arts subjects available for all students.
- Research ways to address the difference in performance of particular subgroups.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: To improve the writing skills of students performing at level 2 or below in English Language Arts.

By the end of the academic year 08-09 the number of students scoring level 3 & 4 on the ELA exams will increase. Presently 143 students (60.3%) are performing at level 2 and 90 students (38.6%) at levels 3 & 4. The goal is to have 115 students (48.6%) of the student population performing at levels 3 & 4. Data analysis revealed a school-wide need for writing in all content-areas.

Goal 2: To increase the number of students performing at or beyond grade level on the NYS Math exam.

By the end of the academic year 08-09 we will increase, **by 5%**, the number of students scoring level 3 & 4 on the NYS Math exam. Presently 96 students (39.7%) are performing at level 2 and 138 students (57.1%) at levels 3 & 4. The goal is to have 146 students (62%) of the student population performing at levels 3 & 4.

Goal 3: To engage all students in Music, art, and dance instruction

By the end of academic year 08-09 we will increase the amount of art providers to 3 persons allowing availability of arts subjects to all students. All students will be engaged in arts instruction in the school. Previously, only art instruction was available to all students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the writing skills of students performing at level 2 or below in English Language Arts.</p> <p>By the end of the academic year 08-09 the number of students scoring level 3 & 4 on the ELA exams will increase. Presently 143 students (60.3%) are performing at level 2 and 90 students (38.6%) at levels 3 & 4. The goal is to have 115 students (48.6%) of the student population performing at levels 3 & 4 .Data analysis revealed a school-wide need for writing in all content-areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Programming all students for a 45 minute period of writing daily ✓ Providing Professional Development on teaching writing and data analysis to all staff ✓ Providing targeted differentiated instruction to the students ✓ Purchasing support materials that focuses on the improvement of writing skills ✓ Providing Academic Intervention that focuses on writing skills- grammar, mechanics, editing ✓ Ongoing review of data regarding students' progress and fine tuning of instructional strategies ✓ Target population – students scoring high level 2 in 2008 N.Y.S. ELA exams. ✓ Responsible staff – Humanities teachers, AIS teachers, principal, Assistant Principal, Consultants ✓ Implementation Timeline – September 2008 to June 2009
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Providing Professional Development in the teaching of writing - Title 1 funding • Hiring an English Language Arts consultant – Title 1 funding • Purchasing Support materials – Title 1 funding

Indicators of Interim Progress and/or Accomplishment

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

- Review of Students' portfolios in November 08, January 09, April 09, June 09
- Review of all Acuity and I.T.A. Assessments
- Review of E.L.A. Predictive exam data – November 08
- Review of Mock E.L.A. exam data
- Review of Post E.L.A. students' survey data – February 2009
- Instrument of Measure – N.Y.S. E.L.A. exam data
- Projected Gain – 10 % increase in students' performance

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students performing at or beyond grade level on the NYS Math exam</p> <p>Increase, by 5%, the number of students scoring level 3 & 4 on the NYS Math exam. Presently 96 students (39.7%) are performing at level 2 and 138 students (57.1%) at levels 3 & 4. The goal is to have 146 students (62%) of the student population performing at levels 3 & 4.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Block programming of students for Math instruction • Grouping students homogeneously for Math instruction • Reinforce differentiated instruction in Mathematics instruction • Create school-wide assessments, review data, and make the necessary changes on an ongoing basis • Provide strategic Saturday and Vacation test prep classes • Providing on going Professional Development • Purchasing Support Materials • Target Population – Students’ who performed at level 2 & 3 in 2008 NYS Math exam • Responsible Staff – Mathematics teachers, Math Consultant, Assistant Principal, Principal
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✓ Professional development - Title 1 funding ✓ Hiring a consultant – Title 1 funding ✓ Test Prep Per Session – Tax Levy Funding ✓ Materials and Supplies – Title 1 funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ✓ Review of school-wide assessment data sources after each assessment period– Acuity, ITA, Predictive , Mock Math Exam, Report Card ✓ Review of Students’ portfolios – November 08, February 09, April 09, June 09 ✓ NYS Math exam result in ARIS or ATS ✓ Projected gain – 5 % increase school wide

Subject/Area (where relevant): Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the academic year 2008-09 the curriculum will include music, art, and dance instruction. This will be included in all students' programs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Offering music, art and dance classes to all students in the school year ✓ Observation of classrooms and feedback ✓ Target population – All students ✓ Responsible staff members: Arts staff, Principal, Assistant Principal
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✓ Hiring dance, music, and art providers using Title 1 funding ✓ Students will participate in arts twice weekly and this will be embedded in their schedule ✓ Purchasing materials using Contracts for Excellence funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ✓ Students' performance showcasing dance and music skills in December, February, and June school shows ✓ Students' art portfolios ✓ Artwork on display throughout the school ✓ Improvements in student participation in arts, music, and dance clubs ✓ Projected gain – all students will show improvement in these areas

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	37	41	0	0	15	0	10	23
7	45	37	0	0	35	0	14	18
8	48	51	80	85	20	0	7	19
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: At Risk Intervention</p> <p>Extended Day</p> <p>After-School</p> <p>Saturday Academy.</p>	<p>Grades 6-8: During the school day, students who have poor academic skills as evidenced by report card grades, formal and informal assessments, and predictive assessments, will receive instruction in small groups, two times per week. This is built into the weekly program of the students. The students will be strategically placed in groups based on their academic needs. The following programs will be utilized: Wilson, Great Leaps, Brain Pop, Study Island, and Comprehension Toolkit.</p> <p>Grades 6-8: Extended day is now built in the school day and all students participate. The focus is Writing.</p> <p>Grades 6-8: An after-school program will be offered to all students 5 times a week. Tutoring and homework assistance will be delivered on Mondays, Tuesdays, and Thursday and “Connections” will be utilized. On Wednesdays and Fridays, students will participate in clubs – Music, Art, Dance, Technology, Girl Power, Sports.</p> <p>Grades 6-8: Test Prep program will be offered to all students on ten Saturdays prior to the NYS ELA exam. The Kaplan Test Prep program will be used.</p>
<p>Mathematics: At Risk Intervention</p>	<p>Grades 6-8: During the school day, students who have poor academic skills as evidenced by report card grades, formal and informal assessments, and predictive assessments, will receive instruction in small groups, two times per week. This is built into the weekly program of the students. The students will be strategically placed in groups based on their academic needs. The following programs will be utilized: Brain Pop, Key To, Fun Brain, Study island, EdPerformance</p>

<p>After-School</p> <p>Saturday Academy.</p>	<p>Grades 6-8: An after-school program will be offered to all students 5 times a week after-school. Tutoring and homework assistance will be delivered on Mondays, Tuesdays, and Thursdays. On Wednesdays and Fridays, students will participate in clubs – Music, Art, Dance, Technology, Girl Power, Sports.</p> <p>Grades 6-8: Test Prep program will be offered to all students on ten Saturdays prior to the NYS Math exam. School developed materials will be utilized.</p>
<p>Science: Saturday Academy</p>	<p>Grade 8: Test prep program will be provided for Grade 8 students to prepare them for both the hands-on and the written NYS and NYC assessments. Foss kits will be utilized along with “Strategies for Success”</p>
<p>Social Studies: Saturday Academy</p>	<p>Grade 8 Test Prep will be provided for students to prepare them for the NYS assessment. “Strategies for Success” will be utilized.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Both individual and small group counseling will be provided for at-risk students who are identified by teachers, or parents. Additionally, push-in program for conflict resolution, peer pressure, and healthy living will also be implemented.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist will be a member of the Pupil Personnel Committee and will consults with staff and parents to explore academic and behavioral interventions for students in need. In class observations of at-risk students will also be conducted. Additionally, he will serve as a member of the IEP team.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual and group counseling services will be provided for at-risk students. The Social Worker will also meet individually with parents to provide referrals to outside agencies and will be a member of the Pupil Personnel Committee. A push-in high school preparation program will also be implemented.</p>
<p>At-risk Health-related Services:</p>	<p>Vision screening of grade 7 and all Special Education students HIV/AIDS curriculum will also be implemented.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

MS 343 Academy of Applied Mathematics & Technology Language Allocation Policy Narrative 2008

Team Composition Language Allocation Policy

Principal: Rose-marie Mills
Assistant Principal: Vincent Gassetto
Parent Coordinator: Angela Cunningham
Student Intervention Coordinator: Leah Francescani
ESL Teachers: Althea Fuller

School Vision Statement

The Academy of Applied M.S. 343 is a community of learners who respect and support each other. Staff and parents will accept, address, and meet the needs of the students in an interactive atmosphere of learning and creativity. Our school develops the students' intellect and character while guiding individual adolescents to become life long learners. The foundation of our school is student-centered; critical thinking skills, decision-making skills and effective communication will become the educational objective of each. Likewise, we nurture a community of leaders as we prepare them all for their march through the 21st century.

Narrative

The Academy of Applied Mathematics and Technology has a total of twenty-five English Language Learners (ELL). Nine students are currently in grade 6, 5 in grade 7 and 11 are in grade 8, With regards to proficiency levels, 13 students scored at the advanced level on the NYSESLAT exam, 9 scored intermediate and 3 are beginners. All ELL students enrolled at M.S. 343 participate in free standing ESL classes.

A review of the NYSESLAT data indicates that our students struggle with writing and listening skills hence our instructional program focuses on these skills. Technology is used in the ESL classes to support students' writing. Additional students are provided with differentiated instruction that focuses on all aspects of grammar, writing, and mechanics. ELL enrolled at MS 343 receives Academic Intervention Services in small groups that focus on writing and grammar skills as well. Listening centers are utilized in ELL classrooms to facilitate the use of books on tapes, listening exercises and activities.

Our classroom libraries consist of ESL , reluctant readers, and multi-cultural libraries. Additionally, ESL dictionaries are available in all classrooms. All classrooms are supported with Smartboards, computers, and overhead projectors. With regards to Professional development, our ESL provider and other staff members have received professional development in teaching reading and writing in the content area, as well as in technology based programs that are available at MS 343.

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

Type of Program: ___ Bilingual ___x_ ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** 18
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

For school year 2008-09 M. S. 343 will utilize block programming. This means that students will be scheduled in sections of English Language Arts, English as a Second Language, Mathematics, and AIS classes based on their needs. ESL students will be serviced by certified ESL teacher during the humanities and blocks as well as during extended day. All instructional components will be taught in the English language. In an effort to develop the language skills and fluency of ELL population at M. S. 343, we will use the Workshop model which follows all the balanced literacy components, (researched-based), such as Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we will incorporate audio/visuals, listening centers, big book charts, graphic organizers, and manipulative. Teaching strategies that will be used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.

B.Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Middle School 343 in conjunction with Just Us Inc. will provide a vibrant after school program for all students. The program will be both instructional and recreational. Homework help, tutoring, test prep, art, and a number of clubs will be included in the program. All English Language Learners will be encouraged to attend.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

At M. S. 343 our parents will receive a Parent Orientation informing them of the various programs we have available for our ELL's students. These include application for the After school Program and involuntary enrollment in the Extended Day program. Parents will also be made aware of GED and ESL classes

that are also available in the building at nights. Parents will also be invited and encouraged to participate in the Parent Association and workshops that will be presented on a monthly basis. The following topics will be covered during parent's workshops:

- Sept. 2008 Parent Orientation
- Oct. 2008 Helping your child to be Successful in Middle School
- Nov. 2008 "Meet and Greet" Teachers–Orientation for Parent/Teachers Night
- Dec. 2009 Family Literacy: Helping your child pass the ELA Exam
- Jan. 2009 Family Math: helping your Child Pass the NYS Math Exam
- Feb. 2009 Celebration of Cultures
- March 2009 NYSESLAT Workshop – Test taking Strategies
- May 2009 Culminating Parent Activity

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

NOT APPLICABLE - Newly enrolled ELL/LEP students attend the other Middle School that shares the building.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Since 2007 all staff members at MS 343 have been engaged in rigorous Professional development that focuses on Differentiated Instruction. These PD sessions take place on a weekly basis at Common Planning meetings as well as at grade conferences. Additionally, as needed staff members participate in PD sessions provided by our Network as well as those offered city-wide.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

All ELL students are invited to the afterschool program where they can receive additional support from the ESL teacher

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

NOT APPLICABLE

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: 07x343 District 7

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	1					1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

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

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

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 7 School Building: 07X343

M.S. 343 Academy of Applied Mathematics & Technology

	BLOCK 1		BLOCK 2	BLOCK 3		BLOCK 4
	8:20Am-9:50Am	9:53Am-10:38Am	10:41Am-11:47Am	11:50Am-12:56Pm	1:00Pm-1:45Pm	1:50Pm - 3:00Pm
HUMANITIES/ESL			SCIENCE	TECH		MATH
				AI		
SCIENCE			MATH	HUMANITIES/ESL		TECH
						AI
MATH			SCIENCE	HUMANITIES/ESL		GYM - GIRLS -
						ARTS - BOYS
TECH -			HUMANITIES/ESL	SCIENCE		MATH
AI -						
MATH			HUMANITIES/ESL	TECH		GYM - BOYS
				AI		ARTS - GIRLS

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) NOT APPLICABLE

Bilingual Program Type: ___ TBE ___ Dual Language
Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

NOT APPLICABLE

Form TIII – A (1)(a)

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey is used to identify the language spoken at the student's home. A summary of the HLIS forms establish that a majority of parents at MS 343 use Spanish as their primary language at home.

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

The majority of MS 343 parents do not speak English as a primary language at home. All communication with parents needs to be translated into Spanish to enable parents to have the information they need to become part of the MS 343 community. Informal assessments, including the number of times office personnel and PTA members are called upon to provide translations, further support the need for translation for parents. During PTA meetings, parent teacher conferences, IEP conferences, all information must be conducted in English and Spanish. The school newsletter and all school written communication to parents/guardians must provide for bilingual needs.

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.

Translation services will be provided by in-house school staff and outside contracted NYC Department of Education vendors. Within the school community, the language translation needs are facilitated through bilingual personnel and materials. Interpreters and document translations are provided to members of staff and parents when requested throughout the year and at parent teacher conferences. The Parent Coordinator interacts with parents and assesses their needs and requests. Referrals to outside agencies for further bilingual

services are facilitated and arranged. For parents whose primary language is other than English and Spanish, appropriate resources are gathered by the Parent Coordinator and distributed to parents. Community based organizations provide auxiliary services to parents and families. The NYCDOE has extensive materials already translated which can be found on their website. For example, the PTA A-660 has been downloaded and distributed to the Spanish speaking parents.

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.

Translators are needed for all formal and informal meetings with staff when the parent's primary language is not English. Staff members (Parent Coordinator, secretarial staff, school aides, family worker, teachers, members of the SBST, dean), who are bilingual in English and Spanish provide oral translations for teachers throughout the year.

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>.

MS 343 requires parents to fill out a Home Language Identification Survey (HILS) at registration to identify the language spoken in the student's home. This information is recorded on ATS. If such language is not English, then language assistance will be determined in order for the parent to communicate with the school. If parents require translation services of letters, notices, flyers, consent forms, or parent handbooks, the school will translate these documents into Spanish. If the parent speaks a language other than English or Spanish, then a translation request will be made to the Department of Translation and Interpretation Services. If parents require interpretation services for important meetings, such as suspension hearings, impartial hearings, parent training sessions or citywide / regional parent conferences, requests will be made to appropriate agencies. At MS 343, a large majority of the parents speak Spanish as a primary language. Therefore, the school shall post signage and provide all forms pursuant of Section VII of the Chancellor's Regulations A-633. Parents are given written notification of their rights regarding translation and interpretation services, as well as instructions on how to obtain these services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009: \$298,465
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program: \$2,984
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified: \$14,923
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year: 73.5%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Staff member who are not highly qualified were required to complete requirements in order to be highly qualified. For 08-09 school year all staff members are highly qualified.

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

- 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the

majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I. General Expectations

Ms 343 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Monthly PTA Meetings, Parent Coordinator Meetings include:

- workshops as per parental findings of survey
- workshops as per parental SLT consultation
- workshops on present school issues-Ex:
- HIV Workshops- Grade 6-8- run by Certified HIV Counselor
- Use of internet technology: safety
- Literacy Workshops- facilitated by the Literacy Consultant
- Mathematics Workshop- facilitated by the Mathematics Coach
- Assisting your child to pass the NYS exams

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- PTA votes for a Title 1 Rep during the first general meeting.
- PTA and Title 1 Rep will provide receipts for materials purchased only with approval of PTA at general meeting.

- Individual teachers initiate a school-parent compact. Parent Coordinator supplements this compact by distributing The Discipline Code and copies of pertinent NYCDOE policies.

The school will incorporate this parental involvement policy into its school improvement plan.

- Information will be accumulated by using: the present Comprehensive Plan, School Quality Review feedback, School Leadership Team's minutes, PTA meetings' minutes, Parent Coordinator Meetings' minutes, classroom teacher meetings' minutes, information from networking sessions of parents with school staff and other parents and mandated Title I and NYC DOE policies which have been reviewed. The information was reviewed and placed in the school improvement plan.

The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports upon request, and to the extent practicable in a language understood by all:

- Providing parent questionnaires, conducting interviews in different languages and using different modalities
- The Parent Coordinator and the PTA will provide opportunities for *all* parents to network, collaborate and present their findings
- The Parent Coordinator and other school staff will translate *all* school flyers, letters and brochures to meet the needs of *all* parents. Parents will be referred to sites such as the New York Public Library to receive free English classes for speakers of other languages. (LEP)
- Parents who cannot read are encouraged to use programs such as "Learn to Read." This will enable them to evaluate their literacy level and increase their level of literacy. Parents will utilize brochures such as "Opening the Door to Learning-Literacy Is a Family Affair." Parent presentations will involve the use of Power Point with voice over to benefit visual and bilingual learners. (Limited Literacy) Parents will be encouraged to attend free programs at locations such as the Mercy Center to receive instruction in E.S.L., obtain a G.E.D., and attend Adult Basic Education and Citizenship classes.
- Parent coordinator will coordinate travel arrangements for those who are physically challenged / disabled. Support will be encouraged from family members or friends to accompany them.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent.

- The PTA and the Parent Coordinator consult with parents at General Meetings as to the appropriation of the 1 % of Title I Part A funds reserved for parental involvement. The Title I representative, nominated and voted by parents, has the responsibility to inform parents and to oversee parental confirmation of how funds will be spent. The Title I representative and PTA confer with the Region as dictated by DOE Title I.

The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that parents play an integral role in assisting their child's learning by:

- Attending Class Meetings early in the year to learn about classroom curriculum and school policies
- Attending Open School Nights in the Fall and Spring terms to become aware of child's progress and needs
- Checking nightly and long range homework assignments
- Meetings with the Parent Coordinator

- Attending PTA Meetings to network with other parents and teachers
- Requesting a parent / teacher home contact card to assess child's daily behavior, class work, homework, etc.

Parents are encouraged to be actively involved in their child's education at school by:

- Monitoring their child's nightly and long range homework
- Asking their children about classroom tests and daily work
- Reviewing children's report cards with them
- Accessing on-line interim assessments and suggestions for remediation
- Attending class assemblies/author parties, etc. to celebrate children's successes
- Accessing the school's web site to share activities and work done by students in MS 343

Parents are full partners in their child's education and are included as appropriate in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities by:

- Attending class meetings and grade appropriate workshops to increase awareness of curriculum, standards ,etc.
- Completing surveys to assess needs of all groups or individual students and to address these needs with the Parent Coordinator and others who are responsible.
- Becoming a member of the School Leadership Team, Learning Leaders, and the PTA in order to keep abreast of school policies, curriculum, testing etc.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. Through the use of technology information is accessed and disseminated.

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

MS 343 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Scheduling day and evening PTA meetings to accommodate working parents.
- Scheduling workshops to acquaint parents with Literacy/Mathematics/ELL curriculum, standards, assessments.
- Encourage parents to join the School Leadership Team, the PTA, and become trained Learning Leaders.
- Encourage parental involvement by becoming a school volunteer.

MS 343 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Hold meetings to present the school report card. Address questions to provide a thorough understanding of the growth and the needs of the students.
- Issue bulletins for parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school.

MS 343 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve student academic achievement and school performance
- Provide internet classes to teach appropriate use of the web to help their children
- The Parent Coordinator will facilitate two meetings a year to inform parents of Part 154 options and make multiple phone calls to confirm their child's placement.

MS 343 will coordinate and integrate Title I parental involvement strategies such as:

- Scheduling a meeting with the Parent Coordinator early in the school year for parents of new students.
- Reviewing with parents of new students the school policy and parent involvement opportunities i.e. PTA, School Leadership team
- Reviewing grade appropriate curriculum, and placement of English Language Learners in appropriate programs
- Distributing parent booklets: Helping Your Child Move on to Middle School (English & Spanish), What's up with Middle School?

MS 343 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- Distributing parent questionnaires
- Conducting parent interviews
- Providing all flyers, letters, brochures in both English and Spanish (LEP)
- Utilize different modalities of learning and presentations for parents who need to increase their literacy. Utilize technology presentations such as with Power Point which uses graphics and voice over in the native language (Limited Literacy)
- Coordinate travel arrangements for those who are physically challenged/disabled
- Encourage participation of family members and friends to accompany parents in need (disabled, limited literacy, LEP)

MS 343 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents and the community to improve student academic achievement, through the following activities:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking these actions:

- i. the State's academic content standards- The Parent Coordinator articulates with the administration and teachers. She reviews the content standards and presents information at workshops and on an individual basis.
- ii. the State student academic achievement standards- The Parent Coordinator models the use of technology to find out individual assessment data about the students in the school. She reviews students' report cards with parents and sets up additional Parent Teacher conferences with the coordinator, parent and teacher. She also contacts parents who have not picked up their child's report card and makes appointments with them to come to school to become aware of their child's academic achievement levels.

- iii. the State and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators- The Parent Coordinator schedules workshops facilitated by teachers to help parents better understand how they can help their child at home to meet the standards. She encourages parents to monitor their child's daily progress by speaking with children about their school day, and by looking at their notebooks and homework
She uses technology to show parents how to access websites to know their child's strengths and weaknesses and to find necessary remediation activities. She also familiarizes parents with the school's website and shares information displayed on the site with parents.
- b. The school will provide materials and training to help parents work with children to improve their children's academic achievement, such as Literacy training and using technology, as appropriate, to foster parental involvement by:
- Scheduling workshops using technology to motivate and foster parents' interests
 - Model using the internet to assist their child with daily homework and long range homework assignments
 - Model using technology to access their child's assessment data and to find out strategies and assignments to help their child to meet the standards
 - Provide ELL instruction using N.Y.C. Department of Education Office of English Language Learners' materials and kit
 - Distribute and familiarize parents with the No Child Left Behind Act of 2001 by distributing the Title III Language Instruction for Limited English Proficient and Immigrant students' booklets.
 - Schedule workshops to discuss the NCLB legislation and its impact on *all* children's achievement level
 - Establish a lending library and guide parents how to use these books to support strategies and skills to help students to meet the standards
 - Make parents aware of opportunities for them (such as The Mercy Center, The N.Y. Public Library, Sobro, Aspira) to further their educations / receive GED to better help their students. Arrange for speakers to facilitate workshops from these institutions.
- c. The school will educate its staff on how to implement and coordinate parent programs and build ties between parents and schools by:
- Scheduling PTA meetings for parents, teachers and auxiliary staff to network .
 - Encouraging parents to join the School Leadership Team and work hand in hand with teachers and other staff members to make educational decisions.
 - Facilitating at professional development sessions by the Parent Coordinator to present to the entire staff about the importance of building a strong relationship with parents as partners in their child's education.
 - Using an interdisciplinary approach as the Parent Coordinator articulates with the attendance teacher, pupil accounting secretary, and custodial staff.
 - Inviting parents to be readers in their child's classroom and attend author celebrations, honors events, trips, and assemblies.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parent Coordinator distributes calendars, letters and bulletins to parents well in advance of scheduled workshops or events
 - Parent Coordinator makes sure that all letters, bulletins, calendars are bilingual
 - Parent Coordinator makes sure that all flyers, letters, etc. are easy to read and understand .

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs

Part B: School-Parent Compact

Required School-Parent Compact Provisions

School Responsibilities

MS 343 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by:

- Familiarizing students/teachers/parents with content and academic achievement standards.
- Researching the best practices for instruction in all subject areas.
- Establish a committee of teachers/administrators/parents to review curriculum and available materials to support high level instruction and to enable students to meet the State standards.
- Provide consultants to facilitate professional development workshops/training to model best strategies and skills to help students to meet academic achievement standards.
- Budgeting of funds to support a high level environment for learning.
- Building on strengths and weaknesses of students by using results from formal and informal assessments.
- Recruiting of qualified teachers at job fairs and by careful screening and interviewing of candidates.
- Providing workshops for parents to review curriculum, and professional qualifications and credentials of their child's teacher.
- Create a supportive learning environment for language acquisition by English Language Learners.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

- Parent teacher conferences are held in the Fall and Spring terms.
- Parent teacher conferences are scheduled during the afternoon and evening to accommodate *all* parents.
- Parents review individual report cards and portfolios noting children's progress, strengths and weaknesses and learn how to support their child to meet achievement level.
- Informal Parent /Teacher to distribute interim report cards.
- Parents discuss this compact at Parent teacher conferences, individual class meetings and upon parental request.

