



I.S. 318 EUGENIO MARIA DE HOSTOS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: I.S. 318 EUGENIO MARIA DE HOSTOS
ADDRESS: 101 WALTON STREET
TELEPHONE: 718-782-0589
FAX: 718-384-7715

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331400010318 **SCHOOL NAME:** I.S. 318 Eugenio Maria De Hostos

SCHOOL ADDRESS: 101 WALTON STREET, BROOKLYN, NY, 11206

SCHOOL TELEPHONE: 718-782-0589 **FAX:** 718-384-7715

SCHOOL CONTACT PERSON: FORTUNATO RUBINO **EMAIL ADDRESS:** FRubino@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Zbigniew Makuch

PRINCIPAL: FORTUNATO RUBINO

UFT CHAPTER LEADER: Pamela Curcio

PARENTS' ASSOCIATION PRESIDENT: Connie Cardona

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: LUCILE LEWIS/Olga Mejia-Glenn

SUPERINTENDENT: JAMES QUAIL

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Fortunato Rubino	Principal	Electronic Signature Approved.
John galvin	Admin/CSA	Electronic Signature Approved. Comments: Yes
Z makuch	Admin/CSA	Electronic Signature Approved. Comments: Yes
Peter Kelly	UFT Member	Electronic Signature Approved. Comments: Yes
John petraitis	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes
Connie Cardona	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Yes
marissa Munoz Munoz	Parent	Electronic Signature Approved. Comments: Yes
Lisa johnston	Parent	Electronic Signature Approved. Comments: Yes
tara Atson	Parent	Electronic Signature Approved. Comments: Yes
Helen Geist	Parent	Electronic Signature Approved. Comments: Yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

I.S 318 is an outstanding school that serves over 1,600 students of the Williamsburg and Greenpoint communities. Built on a strong tradition of academic excellence, the school has only grown in achievement. Currently, the school provides a safe environment that offers a wealth of opportunities to every student. Far more students apply for admission at I.S. 318 every year than can possibly be admitted. This is a testament to the fact that school offers an excellent education to every student.

What makes an excellent school? A review of our achievement data indicates that the school has the top academic indicators in District 14 in every area. The school currently boasts of the top reading scores, top math scores, best attendance rates, most number of students accepted to specialized high schools, an unparalleled gifted program, a record of providing a safe environment, being the only A middle school in District 14 and very high marks given by staff, students and parents on the surveys of our school community.

Our school offers an amazing number of high quality programs that attest to our belief that our children can lead the way to excellence in all endeavors. Our music program may be the best middle school program in New York State. Last year our band headlined a performance at Carnegie Hall.

Our chess program is the best scholastic program in the United States. Our chess team is the current champions of New York City, New York State, and the entire United States. We offer a wide range of arts programs including digital film, dance, ceramics, photography, visual arts, fashion, chorus, guitar, and keyboarding.

The school tries to spark the interest of children beyond the normal vigorous core education by introducing children to all different courses. These currently include Oceanography, Chinese language, Arts and Crafts, Cooking, American Music, Philosophy, Science Fiction, Wall Street, Super Science, Botany, World languages, Physics and Engineering, Judo, Wrestling, Journalism and a full array of Physical Education offerings.

The school is committed to providing a challenging education for every student. For struggling readers, the school has reduced class size in ELA to under 13 the neediest students. The school accelerates instruction and currently allows students to enroll in up to 4 Regents courses.

Overall, the school has maintained a high level of achievement that has only increased over the years. The school has become the number one choice for parents and students and is very proud of all that has been accomplished.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	I.S. 318 Eugenio Maria De Hostos								
District:	14	DBN #:	14K318	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95	95.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.5	97.62	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	487	533	571	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	489	480	549		70.8	70.8	86.8		
Grade 8	455	482	475						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	43	TBD		
Grade 12	0	0	0						
Ungraded	24	23	18	Recent Immigrants - Total Number:					
Total	1455	1518	1613	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					16	13	6		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	95	87	85	Principal Suspensions	21	20	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	10	TBD		
Number all others	48	59	67						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	12				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	65	68	70	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	12	18	48	Number of Teachers	99	102	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	22	22	TBD
				Number of Educational Paraprofessionals	10	10	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	9	4	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	79.8	82.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	49.5	52.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	83	TBD
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.7	97.7	TBD
Black or African American	13.9	13.8	13.1				
Hispanic or Latino	64.3	62.3	62.9				
Asian or Native Hawaiian/Other Pacific Isl.	5.8	6.4	6.8				
White	15.9	17.4	17				
Multi-racial							
Male	47.7	46.5	45.6				
Female	52.3	53.5	54.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√			-	
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√				-	
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	√	√	-			-	
Economically Disadvantaged	√	√				-	
Student groups making AYP in each subject	8	8	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	69.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	29.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

□

I.S. 318 scored a Well Developed on the last two Quality Reviews.

- **Applications for enrollment have continually risen.**

98% of parents were satisfied with the education provided at I.S. 318 as indicated on the Environmental Surveys.

The school was removed from the SINI list for the first time in many years for the 2008-2009 school year.

- **The school scored in the 97th Percentile for Safety and Respect on the Environmental Surveys.**

In particular, we plan to focus on improving the performance and PROGRESS of our students. One obstacle we face is the heavy reliance of our incoming students on a test prep regimen. We have seen a decrease each year in the number of our sixth graders who are scoring 3 and 4. Overall our student performance declined in line with the decline with the test scores across the state. The unreliability of the state testing program, as described by the NYSED Commissioner, makes focusing on test scores a dubious approach to evaluating the true effectiveness of a school. In one year, the school received an A on the progress report, the next year the school used the same educational program with the same exact staff and the school received a C.

Another area of focus is the performance of our students on the Living Environment Regents. We plan to increase the number of students passing and scoring well on the exam.

The school needs to begin implementing the Common Core Standards in literacy and mathematics.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By the end of the June 2011, 95% of all students will read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range as defined by the Common Core Standards.	<input type="checkbox"/> By the end of the June 2011, 95% of all students will read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range as defined by the Common Core Standards.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, the percentage of students who are passing the Living Environment Regents with Distinction will increase by 15%.	<input type="checkbox"/> By June 2011, the percentage of students who are passing the Living Environment Regetns with Distinction will increase by 15%. <input type="checkbox"/>
<input type="checkbox"/> By <input type="checkbox"/> June 2011, 80% of Students selected as part of the mathematics inquiry team subgroup will pass the NYS Mathematics Examination with a Level three.	<input type="checkbox"/> <input type="checkbox"/> By <input type="checkbox"/> June 2011, 80% of Students selected as part of the mathematics inquiry teamsubgroup will pass the NYS Mathematics Examination with a Level three.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, 50% of all Students identified as part of the chronically absent subgroup will improve their Attendance performance by 20%.	<input type="checkbox"/> By <input type="checkbox"/> June 2011, 50% of all Students identified as part of the chronically absent subgroup will improve their Attendance performance by 20%
<input type="checkbox"/> By June 2011, 95% of students selected to take the American History Regents will pass on the June examination	<input type="checkbox"/> By June 2011, 95% of students selected to take the American History Regents will pass on the June examination

SECTION VI: ACTION PLAN

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

Subject Area **ELA**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By the end of the June 2011, 95% of all students will read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range as defined by the Common Core Standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Intensive professional development of the Common Core Standards beginning with Reading Standards Professional learning communities established to focus on the implementation of Common Core Standards. Selection of benchmark texts that reflect the complexity require to meet goals. Establishment of commom core assignments beginning in the sixth grade</p> <ul style="list-style-type: none"> • Assistant principal for ELA will coordinate all activities
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I funds will be utilized where appropriate</p> <p>OTPS Textbook money will be used to purchase supplies for required reading for Common Core Standards.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>Review of student portfolios will reveal success of the goal. Periodic assessments of portfolios will generate interim data of progress of each student towards their goal.</p>
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**Subject Area
(where relevant) :**

Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>By <input type="checkbox"/> June 2011, the percentage of students who are passing the Living Environment Regents with Distinction will increase by 15%.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <p>Creation of Science Regents Redesign committee chaired by the Assistant principal for Science</p> <p>Biweekly meetings of committee</p> <p>Implementation of new pacing calendar</p> <p>Design and implementation of new grade wide Living Environment examinations</p> <p>Committee to consistently meet to examine results of exams</p>

	<p>After school tutoring program in Living Environment designed and implemented</p> <p>Peer observation system implemented</p> <ul style="list-style-type: none"> • Science coordinator will provide professional development for Living Environmentt teachers and monitor progress towards the goal
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I funds will be utilized where appropriate FSF Funds will be used</p> <p>Professional development funds to support the work of redesigning the curriculum</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Meeting agendas</p> <p>Review of Standardized Living Environment</p> <ul style="list-style-type: none"> • Review of Regents results in June 2011

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, 80% of Students selected as part of the mathematics inquiry team subgroup will pass the NYS Mathematics Examination with a Level three.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Inquiry Team Weekly Meeting chaired by Assistant Principal for Mathematics</p> <p>Selection of students</p> <p>Design of Intensive tutoring Program</p> <p>Implementation of tutoring program (Tuesdays and Thursdays 2:45-4:15)</p> <p>Assessment of Program Ongoing</p> <p>Intensive use of data derived from ARIS and Periodic Assessments</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Inquiry team funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Meeting Agendas</p> <p>Results of 2010 Mathematics Exam</p> <ul style="list-style-type: none"> • Attendance records of After school program

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**Subject Area
(where relevant) :**

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, 50% of all Students identified as part of the chronically absent subgroup will improve their Attendance performance by 20%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Attendance Team Weekly Meeting chaired by Assistant Principal</p> <p>Bi-Weekly Meeting with guidance Staff</p> <p>New attendance coordinator with clear duties</p> <p>Attendance Incentive Program</p> <p>Celebrate perfect Attendance with Bulletin Boards</p> <p>Train all deans in the use of ATS</p> <p>Create ATTENDANCE FOCUS GROUP of</p>

	<p>students (all students below 90%) for previous year</p> <ul style="list-style-type: none"> • Guidance counselors will send out periodic attendance updates to parents of all students below 90%
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I funds will be utilized where appropriate FSF Funds will be used Duties of Assigned AP Duties of Guidance staff Duties of Deans of each grade</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Attendance data will be reviewed weekly at the Attendance Committee meetings</p> <p>Attendance will be broken down into numerous subgroups and analyzed</p> <ul style="list-style-type: none"> • Attendance data will be constantly compared to previous year to indicate success

Subject Area
 (where relevant) :

Curriculum and Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 95% of students selected to take the American History Regents will pass on the June examination</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Creation of Curriculum Focus Committee chaired by an Assistant Principal</p> <p>Bi-Weekly Meetings of Committee</p> <p>After-school Meetings for Curriculum Design</p> <p>Implementation of Pilot Projects</p> <ul style="list-style-type: none"> • Creation of Curriculum
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Professional Development funds to support curriculum Design</p> <p>Title I funds will be utilized where appropriate</p> <p>FSF Funds will be used</p> <p>Professional Development Funds to support curriculum design</p> <p>Duties of Assistant Principal</p>

Indicators of Interim Progress and/or Accomplishment

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

□

Agendas of Meetings

- **Curriculum created and Tested**
- **Results from June American History Regents**

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	50	20	15	15	15	5	10	5
7	40	20	15	15	15	5	5	5
8	30	15	15	15	15	10	5	5
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Wilson Reading Program/Small Group/ School day and before school READ 180/Small group/school day REWARDS/Small group/school day and before school Scholastic Reading Laboratory/Small Group/school day and before school day
Mathematics:	<input type="checkbox"/> Small group tutoring/ Small Group/ Before, during and after school day
Science:	<input type="checkbox"/> Small group instruction, after school program for students needing extra help Small group instruction, before school program for students needing extra help
Social Studies:	<input type="checkbox"/> Small group instruction, after-school program for students needing extra-help Small group instruction, before school program for students needing extra help
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small group sessions/ before, after and during school day Individual Sessions/ before, after and during school day

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p>Small group sessions/ before, after and during school day Individual Sessions/ before, after and during school day</p>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <p>Small group sessions/ before, after and during school day Individual Sessions/ before, after and during school day</p>
At-risk Health-related Services:	<input type="checkbox"/> <p>Obesity related program Healthy Living Lifestyle Program</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-8

Number of Students to be Served:

LEP 96

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

As part of IS 318's continued commitment to the education of our school's ELL population, we have developed a series of after school Title III programs.

For the new school year, we have developed three themed programs

- Math Academy this small group session works intensively with ELL students who are struggling most in mathematics. Students from all three grades are meeting twice a week for a total of three hours a week. This program will be supplemented with 6 Saturday trips that will be coordinated with the other ELL after school programs. We will purchase notebooks, math manipulative to support this program at a cost of \$1,000.
- Technology Camp This ELL program immerses students in a technology based after school program. The program will run two days a week for a total of three hours. The ELL students will have exclusive use of our computer lab and will also participate in a ten week robotics module taught by our robotics after school. We will purchase a robotics module to support student use. This robotics module will cost about \$1,000.
- Science Center . Students in this after school program will use a lab based program to offer science enrichment activities. This program will meet two days a week for a total of three hours per week. Students will cover four major themes that will include Animal Extinctions, Violent Weather, Genetics and Astronomy. This program will also be supplemented with six school trips. Each program will have 15 students. To support this program we will purchase science lab materials (microscopes and supplies) and books on weather and animal extinctions at an approximate cost of \$1,000.

Each program will be taught by a certified ESL/BL teacher. They include Alma Ortiz, Marilyn Munet and Erika Tepler. In the Robotics module, the program will be team taught with our existing Science/Robotics teacher who will be funded through an OST grant. The robotics teacher will be Russell Holstein.

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.

□

Teachers and staff, who are responsible for the delivery of instruction to LEP students, will have the opportunity to participate in both region and city-wide professional development programs for teachers of ELLs. The school is committed to keeping the staff informed of applicable out of school professional development. At the beginning of each month teachers and staff receive a calendar of events. Additionally, teachers are encouraged to participate in a variety of intensive QTEL seminars ranging from literacy development of ELLs to specific content area QTEs. Finally, our school offers a wide ranging series of professional literature related towards the instruction of ELLs available at any time in our staff library.

Additionally we will establish an ELL Inquiry team that will be focused on providing outcome based professional development to classroom teachers of ELL students. This team will be focused on improving the understanding of ELL Instructional practices that will lead to improved student performance in the classroom.

Topics will include: How to understand the results of NYESLAT and LAB tests for the classroom teacher, Focusing on the ELL student in the Science and Social Studies Classroom, Teaching Writing Techniques to the ELL student and Utilizing Manipulatives in the Math Classroom for the ELL population. Our goal is to offer one professional development session per month, beginning in October , to the relevant teaching population. The target audience will vary depending on the topic to be delivered .

Our Inquiry team will specifically focus on improving the academic performance of all of our ELL students. We plan on using the Inquiry Spaces on ARIS to connect with similar schools that are working on improving the performance of ELL students.

This component will be at no cost to the program.

Section III. Title III Budget

**School: I.S. 318
BEDS Code: 331400010318**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	17,240	<input type="checkbox"/> 12,000 Per-session for teachers for after school and Saturday programs for ALL eligible ELL's

Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> 0
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	3,000	<input type="checkbox"/> Materials to support instructional programs
Educational Software (Object Code 199)	0	<input type="checkbox"/> 0
Travel	0	<input type="checkbox"/> 0
Other	0	<input type="checkbox"/> 0
TOTAL	0	

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.

□

All parents/guardians of new entrants to the NYC public school system are required to complete a home language survey to determine their child's eligibility for English language services. While the survey is ultimately used to provide direction for instructional choices, the surveys are an excellent indicator of what language(s) the parents/guardians communicate in. Our school also keeps various biographical reports on all students that include information on home country and home language. A more informal methodology used to measure the school's written and oral interpretation needs is when our homeroom teachers ask the students' to complete a questionnaire and complete contact information cards that include the question, "What languages are spoken at home?" Too often the assumption is made that only parents/guardians of ELLs do not communicate in English. However, we have found that over 60% of our student population speak a language other than English at home. Lastly, a needs based survey for translation is rendered incomplete without a review of what languages staff hold oral and written proficiency in. Thus, at the beginning of the school year all staff will complete a brief questionnaire asking what languages they are able to communicate in orally and/or written and to approximate proficiency level. Follow-up questions include to list any previous translation experiences and if they would be willing to volunteer for either written or oral translation services at school.

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.

□

1. Based on the HLSs, school biographical reports, and homeroom surveys overwhelmingly the most commonly spoken home language for our 1600+ students is Spanish. Our school readily provides documents to parents including official city-wide letters to memos from the Principal notifying parents/guardians of after school program changes in both English and Spanish. Additionally, we have identified over ten staff members, who have both written and oral proficiency in Spanish and English. They are a valuable asset to the school and parent community and are available for oral translations for families from routine office visits to parent teacher conferences.

Following Spanish, rounding out the top seven home languages in order of highest to lowest incidence are Polish, Mandarin, Cantonese, Arabic, Bengali and Ukrainian. Of the seven aforementioned languages, member of the Polish speaking community, who largely originate from the Greenpoint neighborhood, are among our school's fastest growing population. Given the geographic

concentration of the Polish community in District 14, the NYC Department of Education has only recently begun to translate official city-wide documents into Polish. Currently, we have only two staff members, who are proficient in both written and spoken Polish. Thus, a clear goal for the 2010-2011 school year is, in coordination with the parent coordinator, to develop a reliable list of parent volunteers, who would be willing to provide oral translations for families during parent/teacher conferences. Secondly, we must generate a group of volunteers, who have strong literacy skills in their L1 of Polish and English and would be willing to translate critical in school documents into Polish. Another language minority that the school must address are Mandarin and Cantonese speaking families. While city-wide documents are available in traditional script, our school currently employs only one fluent English Mandarin speaker. Thus, a parent volunteer list for oral translation services is also needed for the Chinese population. Within the Chinese population, Mandarin, Cantonese and Shang Hai inclusive, many students have older siblings, who currently attend universities in the greater NYC area and who are proficient in both written and oral translations; thus, extended familial connections may prove critical in creating a strong translation resource base. Finally, given that the number of dialects of Arabic differ significantly based on geographic location from North African countries to Pakistan, competent oral translation services have proved difficult and therefore, our school will need to contact outside vendors.

The results of the findings will be disseminated to the parents/guardians in a letter highlighting survey results. The letter will be translated into the native languages and will conclude by asking for any parents/guardians, who are interested in providing oral or written translation services, to contact either the parent coordinator or the school's Assistant Principal in charge of translation issues.

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.

□

1. The school will request copies of any mandated letters and documents from the department of education in all eight of the department's identified highest incident home languages. To provide parents/guardians with information in a timely manner, during the first weeks of the new school year identified staff members and the parent coordinator will meet to determine what documents from the previous year can serve as templates for the current school year. (A critical document in need of translation is the letter that informs parents/guardians of the after school service providers across the city such as Supreme Evaluation). After the initial meeting the group will expand to include verified parent volunteers. A highlighted project for the 2010-2011 school year, that will begin during the summer of 2010, is a translation of the critical academic and conduct comments for report cards into the school's highest incident home languages. Many parents/guardians have questions and show confusion during parent/teacher evenings as to the meaning of the comments. Additionally, for more efficient and regular communication, the translation team aims to generate a general list of comments both positive and negative in nature that teachers can send home or write in planners to parents. Finally, academic alerts will be translated into Polish and Simple Script for readers of Chinese. The school will use the resources and knowledge of staff first, followed by parental volunteers. However, for Arabic translations outside vendors will be needed.

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

□

The school's oral translation needs are sufficient for Spanish speaking families. Our most pressing language populations in need of oral translation services are Polish and Mandarin speaking populations. Oral translations are necessary during regular school hours and during special events such as conferences, open houses and meetings held by Deans regarding behavior issues. The school will use the resources and knowledge of staff first, followed by parental volunteers. However, for Arabic translations outside vendors will be needed.

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>.

□ The school will fulfill all requirements for translation and interpretation services. The school will continue to utilize the multi-lingual abilities of the staff to insure that all parents receive the services they are entitled to. Each staff member will be trained to understand all of the services available from the Central Interpretation and Translation Unit. All letters that contain individual, student specific information will be translated by school staff. School staff will be made available to aid in the translation for parents in one on one meeting with teachers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	1,157,680	669,194	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	18,269		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	91,344	*	
4. Enter the anticipated 10% set-aside for Professional Development:	182,687	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
97.7

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

□

Require all teachers to pursue the correct certification to be highly qualified. Ensure that teachers are aware of professional opportunities allowing them to obtain the correct certification to be highly qualified.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

Parent Involvement Policy

I. General Expectations

I.S. 318 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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

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

 - that parents are encouraged to be actively involved in their child’s education at school;

 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. I.S. 318 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - .. School Leadership team meetings on parental Involvement
 - .. Workshops by the Parent Coordinator

2. I.S. 318 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - .. Parent Open Forums on School Improvement Issues
 - .. Active Solicitation of Parent Input and Ideas by the Parent Coordinator

3. I.S. 318 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:
 - .. School Liaison will be appointed to parent Coordinator to aid in listed issues

4. I.S. 318 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - .. Family Dynamics Program

5. I.S. 318 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies

- .. Parent Coordinator will lead workshops, meet with parents, provide outreach and support and will be the liaison between the school and the parental community

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- .. All notices backpacked in necessary languages
- .. Beginning in 2006-2007 the school will begin sending home letters electronically. We believe this will lead to the actual notices getting into the hands of parents at a higher rate. Letters will be still be sent in paper form for those parents who do not have internet access

III. Discretionary School Parental Involvement Policy Components

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

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA Meeting and School Leadership Team Agendas.. This policy was adopted by the I.S. 318 on May 20, 2009 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 12, 2009.

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

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.

□

I.S 318 SCHOOL PARENTAL INVOLVEMENT POLICY

PART I – GENERAL EXPECTATIONS

Intermediate School 318 agrees to implement the following statutory requirements:

- The School will put into operation programs, activities and procedures for the Involvement of all parents of Title I eligible students consistent with Section *1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participation children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111 – State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular two-way, and meaningful communication involving student academic *learning and other school activities, including ensuring-*

Ø *that parents play an integral role in assisting their child's learning;*

Ø *that parents are encouraged to be actively involved in their child's education at school;*

Ø *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assisting the education of their child;*

Ø *the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL
IMPLEMENT THE REQUIRED SCHOOL PARENTAL
INVOLVEMENT POLICY COMPONENTS

1. I.S. 318 will take the following action(s) to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 112- *Local Educational Agency Plans* of the ESEA:
 - Through the implementation and use of the Parent Leadership Committee in conjunction with faculty and administration, parents will develop a Parental Improvement Plan as described in the **RDCEP/DCEP** Addendum.

2. I.S. 318 will take the following action(s) to involve the parents in the process of School review and improvement under section 1116- *Academic Assessment and Local Educational Agency and school improvement* of the ESEA:
 - Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner, to help all children in Title I, Part A programs meet the challenging State student academic achievement standards.

3. I.S. 318 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - I.S. 318 will coordinate with the PPT monitors and/or guidance intervention program to effectively work with parents.

4. I.S. 318 will take the following actions to conduct, with involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of

the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. I.S. 318 will build the parents' capacity for strong parental involvement, in order to ensure

effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering training sessions when appropriate for parents and providing and disseminating materials. I.S. 318 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with

and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Center, that supports parents in more fully participating in the education of their children by:
- The school will take the following actions to ensure that information related to the school and parent- programs, meeting, and other activities, is sent to the parents of Title I 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. I.S. 318 will provide written information, to the extent practicable, in the language of the parents as well as English. The school may provide an interpreter in order that information that cannot be put into a written format may be communicated orally to parents.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

□

A comprehensive needs assessment will be conducted annually to identify area of improvement. We will utilize a number of methods to identify our areas of strength and weakness. These will include:

- a. **The results of our Quality Review**
- b. **Results of the Preliminary progress reports**
- c. **Analysis of student achievement on standardized exams**
- d. **Results form parent surveys**
- e. **Results from students surveys**
- f. **Informal needs assessments**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

Currently, the school offers courses in oceanography, music, American music, world languages, cultural awareness and physics and engineering for sixth graders. The school also offers an accelerated program in seventh and eighth in Living Environment and Global History. Funds are also used to lower class size in English and math classes for struggling students. An Assistant principal is also funded to monitor the progress of all struggling students in ELA and to supervise title I.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

Currently, the school offers courses in oceanography, music, American music, world languages, cultural awareness and physics and engineering for sixth graders. The school also offers an accelerated program in seventh and eighth in Living Environment and Global History. Funds are also used to lower class size in English and math classes for struggling students. An Assistant principal is also funded to monitor the progress of all struggling students in ELA and to supervise title I.

- o Help provide an enriched and accelerated curriculum.
Title I funds help support the accelerated high school courses offered to all students.
- o Meet the educational needs of historically underserved populations.
see above
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
Title I funds are used to lower class sizes. Lowered class size enable each teacher to give each student increased individual attention
- o Are consistent with and are designed to implement State and local improvement, if any.
see above

3. Instruction by highly qualified staff.

□

The percentage of teachers who are Not Highly Qualified has declined in the past two years. We will make every effort to ensure that all staff are highly qualified by providing educational opportunities for all staff to complete the proper educational certifications necessary to become highly qualified.

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

□

We will provide high quality professional development by:

- Utilizing the Assistant Principal for AIS in developing needed professional development sessions

- Math and Literacy Coach workshops
- Professional Learning Communities
- Inquiry Teams will highlight areas of improvement in student achievement and craft appropriate workshops

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

□

We will continue to attract highly qualified staff by recruiting staff members who are highly qualified. We will promote teaching opportunities in the school through job fairs and open houses

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

□

Our parent coordinator will continue to work closely with the school administration to increase parent involvement through:

Parent Workshops

Parent newsletters

Parent Outreach

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

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

□

Our school leadership team regularly meets and discusses how to increase student achievement. The school also has Student Achievement teams that will be replaced next year by Inquiry Teams that investigate ways to improve student achievement. They will be formed by department and by grade and will be chaired by both assistant principals and department leaders. Teachers are also being trained in the effective use of the ARIS system. Each staff member has received comprehensive training in the use of the ARIS system.

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

Our achievement teams assess the progress of each student in meeting both individual and collective goals. Students who need additional assistance may receive tutoring during lunch, before school tutoring, after school tutoring or guidance services.

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

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	Yes			1,020,587	True Goal I
Title I,	Federal	Yes			595,587	True Goal I

Part A (ARRA)							
Tax Levy	Local	Yes			\$6,310,570	True	Goal I

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
7
2. Please describe the services you are planning to provide to the STH population. One guidance counselor is assigned to monitor the academic and social needs of this special population. All teachers are made aware of the special needs of students in temporary housing. The Assistant Principal in charge of attendance will also pay special attention to the needs of this population.

Part B:

Part B - For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K318_112410-120028.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District	School Number	School Name type here
Principal Fortunato Rubino	Assistant Principal John Galvin		
Coach Alma Ortiz	Coach type here		
Teacher/Subject Area Erika Tepler	Guidance Counselor type here		
Teacher/Subject Area type here	Parent type here		
Teacher/Subject Area type here	Parent Coordinator Ana Berroa		
Related Service Provider type here	Other type here		
Network Leader Lucile Lewis	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1683	Total Number of ELLs	112	ELLs as Share of Total Student Population (%)	6.65%
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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.

For purposes of ELL identification, the HLIS is administered to all new admits by a school secretary, assisted by ESL teachers. When LAB-R eligibility is determined by an ESL teacher based on HLIS responses, the LAB-R is administered by an ESL teacher. ELLs are annually administered the NYSESLAT by the team of ESL teachers with the assistance of the school’s testing coordinator. The IS 318 learning community strongly believes in building close school to home relationships. Teachers, while being aware of and respecting the cultural attitudes of ELL parents/guardians towards education and the role of parents/guardians in the students’ home countries, strive for creating a welcoming and nurturing learning environment. Diversity both within and outside the ESL and bilingual classrooms is celebrated and promoted. Students are encouraged to retain and build upon their native language oral and literacy skills as research increasingly indicates a positive relationship between native language proficiency and second language acquisition. Students are placed into the ESL pull-out program, as there is only the limited bilingual Special Education program available. Parents overwhelmingly opt for ESL services, but are made aware through meetings with ESL teachers and administrators of their program options within and beyond the district.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)								1						1
Dual Language (50%:50%)									0					0
Freestanding ESL														
Self-Contained								3	3	3				9
Push-In								1	2	1				4
Total	0	0	0	0	0	0	0	5	5	4	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	40
SIFE	9	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	33

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
ESL	<input type="text" value="33"/>	<input type="text" value="7"/>	<input type="text" value="11"/>	<input type="text" value="46"/>	<input type="text" value="1"/>	<input type="text" value="24"/>	<input type="text" value="33"/>	<input type="text" value="0"/>	<input type="text" value="20"/>	<input type="text" value="112"/>
Total	<input type="text" value="33"/>	<input type="text" value="8"/>	<input type="text" value="13"/>	<input type="text" value="46"/>	<input type="text" value="1"/>	<input type="text" value="24"/>	<input type="text" value="33"/>	<input type="text" value="0"/>	<input type="text" value="20"/>	<input type="text" value="112"/>

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

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								5	5					10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>BG</u>														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
TOTAL	0	5	5	0	0	0	0	10						

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	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
Spanish							35	32	32					99
Chinese							1	2	3					6

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
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							2		2					4
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	40	35	37	0	0	0	0	112

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Taking full consideration of CR Part 154 mandates, parental/guardian choice, NYSESLAT data results and student assessment/progress during the school year the resulting implication for instruction is as follows. Beginners and intermediate ELLs serviced only through the ESL program will receive 360 minutes if ESL, while advanced ELLs will receive 180 minutes of instruction. Classes are delivered in blocks, with student groups being pulled from non-academic classes. Blocks are based on official classes, for purposes of scheduling, and are thus heterogeneous by level, although beginners receive additional support in beginner only newcomer groups. Newcomers are given targeted instruction in the early morning program that occurs for the first 37.5 minutes of our official school day. ELA instruction is in official classes, with students receiving 10 periods per week. General education classes are grouped homogeneously according to test scores and teacher recommendation, thus, most Beginners and Intermediates are clustered, allowing an ESL teacher to push in to content classes in order to comply with the mandated minutes. Push-in is scheduled for the students in self-contained Special Education classes. In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in Spanish, Polish and Chinese are available. A rich text environment complete with changing word walls, vocabulary charts and comprehension strategy charts with teaching points that follow the

ELA balanced literacy units of study, and student work all promote accountable teaching and learning. ACCESS "Newcomers" texts are used to prepare students for success in their content area classes. Leveled "Best Practices in Reading" workbooks are provided to individualize instruction based on reading level and develop literacy skills through the use of comprehension strategies and high order thinking activities. All teacher made materials (unit plans, lesson plans, readings and assignments) are within the framework of Content Based Instruction. Finally, constant articulation with content area teachers through collaborative planning and ongoing assessment through ACCESS and Options Publishing's "Best Practices in Reading" text and portfolio assignments will assist in advancing students from one level to the next.

For those students enrolled in the school's transitional bilingual program, the instructional program is as follows. Beginners and intermediate students will receive 360 weekly minutes of ESL and 90 daily minutes of NLA while advanced ELLs receive 180 minutes of ESL, 180 minutes of ELA and 180 minutes of NLA. Bilingual content area teachers will follow an 80:20 model (80 % English and 20 % Spanish). As the IS 318 program is a transitional bilingual program, the goal is to prepare students for participation and excellence in monolingual classes. Lessons will be taught in English and supplemented with summaries in the native language at the introduction and conclusion of a unit. Additionally, for beginners ELLs textbooks are available in the native language and instruction in small groups can be in the native language. The classroom environment will further support high standards of learning and academic rigor. Each classroom includes leveled libraries in both languages with a concentration of content related books. Word Walls and strategy charts in both languages reinforce critical skills.

Instruction is differentiated through a variety of methods. Students are provided with pre, during, and post reading activities that appeal to a variety of learning styles and intelligences. For example, in the ESL pull-out classroom, the teacher is equipped with MP3 players that are used during reading. The teacher records the reading and the students listen and read at the same time. This is particularly helpful for students with special needs that may have processing issues as well as newcomers who may need assistance with phonemic awareness. Newcomers are also given texts that supplement their content area classes and develop the language necessary for their exams. They are also given workbooks at their reading level to develop literacy. These students also receive direct instruction in text taking skills if necessary using Kaplan prep books. ELLs with 4-6 years of service and long term ELLs focus on reading and writing. Using high interest texts and varied writing assignments, they should make a 2 year literacy gain. ELLs that also have special needs are given small group time with the ESL teacher during the 37.5 minute early morning program. ELLs with special needs continue to receive their mandated services. The ESL, AIS, Speech and other mandated service providers collaborate to meet the goals specified in each student's IEP.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
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B. Programming and Scheduling Information--Continued

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

To ensure that our ELLs meet and exceed standards we have instituted a number of additional targeted interventions for both students, parents and teachers of ELLs. All students at IS 318 have the opportunity to participate in a wide range of extracurricular activities from chess, botany, band, ceramics, guitar, dance, and sports to digital film. Specific programs for ELLs include a place for homework help and time in the computer lab with a certified ESL teacher. Afterschool homework sessions often are used as periods of instruction to review content are material that is below and far below current grade level standards and goals. SIFE students in the 7th grade are also eligible to participate in a Saturday Preparatory Academy that concentrates on math and ELA enrichment. However, this Saturday program may be

cancelled due to lack of interest and the plethora of afternoon activities Intermediate and advanced ELLs in the bilingual classes participate in both ELA and math enrichment programs that are standards based and serve as preparation for the New York State exams in each respective subject.

Once students have passed the advanced level and tested out of the ESL program by attaining a proficient level on the NYSESLAT, the school has adopted intervention strategies specific to the proficient population. Students who reach the proficient level may continue to attend ESL classes one year after passing the NYSESLAT exam if content area teachers, the ESL teacher and parents agree that the class will further promote linguistic development especially in the area of reading comprehension. Additionally, proficient ELLs have been identified and their ELA teachers are notified of their most recent English level, especially when there is no ELA score for a former LEP student. The learning community fully understands that an attainment of a proficiency level on one exam may not necessarily equate to advanced comprehension and analytical skills needed to meet and exceed standards especially in our SP or gifted and talented programs, a program that the school hopes all students may be eligible for. Lastly, accommodations have been put in place for students who have been identified as both ELLs and in need of special education services. A special education transitional bilingual class is offered for native Spanish speakers. The student to teacher ratio is maintained at no more than 12:1 with an additional Spanish speaking paraprofessional in the class. The SPED students also may participate in additional reading and writing programs such as Wilson Reading Program or Scholastic's READ 180 program. Students not in the bilingual special education class may participate in monolingual self-contained classes and also receive the mandated number of ESL instruction. Finally, students with an IEP who do not attend a self-contained SPED class, may receive math and ELA support services during resource room.

Former ELL students who are in a transitional situation continue to receive, as per state and city regulations, standard ELL testing accommodations, as well as the availability of support from ESL and content area classroom teachers, all of whom are aware of former ELL status, especially as this data is now available on the ARIS system.

The school has a summer program for all entering sixth grade students every year, and one of the programs offered over the summer is ESL specific and taught by a fully ESL certified pedagogue. The program prepares students for academic English at the middle school level, with an emphasis on English for content and writing.

Current language electives include Spanish Native Language Arts and Spanish for non-native speakers. The Chinese program was discontinued as the Chinese teacher is currently on maternity leave. The program will resume upon her return.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

IS 318 recognizes its commitment to maintaining high standards of professional development, collaborative planning and securing certified and exceptional instructional staff. All first year teachers at IS 318 receive 10 hours of professional development in ESL methodology during which teachers read and discuss articles related to best practices in the content area instruction of ELLs. The ESL teacher and ELA department work closely to insure that ELLs are exposed to the balanced literacy format and are adequately prepared for the ELA exam. Regular ELA and math teachers often lead ELLs in the SES sponsored after school reading and math enrichment programs. The certified ESL teachers are given ample time to consult with content area instructors on how they can best meet the needs of the 6th graders who enter and 8th graders who need extra help to prepare for high school. Finally, the ESL and Bilingual teachers are fully certified in the respective area and are eligible to participate in continuous professional development at the region and city levels.

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?

Parents are always welcome to visit the school and do so often. Our parent coordinator leads a series of workshops and classes each year for ELL and EP parents. The Parent Teacher Association (PTA) is also very involved in creating workshops and makes a special effort to invite ELL parents to meetings. The Parent Action Committee meets one time per month with school leadership to assess current policy and make suggestions. Questionnaires are routinely sent to families to evaluate their needs. To address the specific needs of parents of ELLs, the school has two adult ESL classes which meet twice a week as well as a computer class that meets once a week. As mandated, all parents of new ELLs receive an orientation to provide them with the information necessary to make informed educational choices for their child.

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	9	9						24
Intermediate(I)						8	12	13						33
Advanced (A)						25	13	10						48
Total	0	0	0	0	0	39	34	32	0	0	0	0	0	105

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4					0
5	16	14	2	0	32
6	22	7	0	0	29
7	13	14	0	0	27
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	4		13	5	10		4		36
6	16	1	13		1		0		31
7	8		14	1	6		1		30
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	
4	6		6		18		3		33
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	11		9		16		1		37
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

New York State Regents Exam

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

Native Language Tests

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

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

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

class testing. This data generally shows that our ELLs have significantly lower literacy than their EP peers. With this knowledge, the staff provides extra literacy instruction to those in need through extra periods of ELA, smaller classes, and direct ELA instruction.

2. It is apparent that students' grade level does not correspond with their proficiency level. Rather, it is years of service that seem to be the determining facts. Long term ELLs have high scores while newcomers certainly have lower scores.

3. Students consistently have lower scores in reading and writing. This drives instruction in CALP (Cognitive Academic Language Proficiency) rather than BICS (Basic Interpersonal Communication Skills). Teachers focus on reading/comprehension strategies and use a variety of scaffolding methods to advance students' writing skills.

4. Scores correspond less with grade level and more with years of service. Obviously newcomers tend to score lower in each modality compared to their counterparts who were either born in the United States or have been here for an extended period of time. Some students are able to excel in math as it does not require writing or reading stamina. Non-SIFE students can perform well on exams they take in their NL. Students who were schooled in their NL perform well on NL tests. SIFE are not encouraged to take NL exams as they often perform poorly.

5. Periodic assessments for ELA and Math are used to drive instruction. Teachers provide scaffolded assignments to prepare students for listening, reading and writing tests. The students who score 1s and 2s generally have a double period of math and ELA in a smaller classroom setting which allows for more personalized and targeted instruction. This scheduling is done by school leadership with the individual needs of ELLs in mind.

The TBE-Sped program is specially designed by school leadership and teachers to individualize instruction based on a student's IEP in a small classroom setting with multiple teachers/paraprofessionals. These educators examine both scores and IEPs to serve each student's needs- often focusing on writing. The NL is used to explain difficult concepts, review instructions and guide newcomers.

6. IS 318 values both the data from test scores as well as both quantitative and qualitative data from teachers. IS 318 leadership and teachers believe that ELLs are successful when they are able to interact with their EP peers and excel academically in a heterogeneous language environment.

Additional Information

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

Paste additional information here

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 318 Eugenio Maria De Hostos					
District:	14	DBN:	14K318	School		331400010318

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.0	95.3	95.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	533	571	548				
Grade 7	480	549	567				
Grade 8	482	475	545				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	23	18	18				
Total	1518	1613	1678				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.5	97.6	98.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.8	86.8	86.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	15	43	19

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	16	13	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	87	85	93	Principal Suspensions	21	20	4
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	10	17
Number all others	59	67	95				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	12	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	68	70	TBD	Number of Teachers	99	102	104
# ELLs with IEPs	18	48	TBD	Number of Administrators and Other Professionals	22	22	12

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	10	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	9	4	32	% fully licensed & permanently assigned to this school	100.0	100.0	99.0
				% more than 2 years teaching in this school	79.8	82.4	86.5
				% more than 5 years teaching anywhere	49.5	52.9	70.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	83.0	88.5
American Indian or Alaska Native	0.1	0.1	0.2	% core classes taught by "highly qualified" teachers	94.7	97.7	95.7
Black or African American	13.8	13.1	14.2				
Hispanic or Latino	62.3	62.9	63.8				
Asian or Native Hawaiian/Other Pacific	6.4	6.8	7.5				
White	17.4	17.0	14.3				
Male	46.5	45.6	47.1				
Female	53.5	54.4	52.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
----------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:
		-

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				-
Multiracial						
Students with Disabilities	v	v				
Limited English Proficient	v	v	-			-
Economically Disadvantaged	v	v				-
Student groups making	8	8	1			0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	30.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	13.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.8					

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

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

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