



**I.S. X318 MATH, SCIENCE & TECHNOLOGY THROUGH ARTS**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: I.S. X318 MATH, SCIENCE & TECHNOLOGY THROUGH ARTS**

**ADDRESS: 1919 PROSPECT AVENUE**

**TELEPHONE: 718-294-8504**

**FAX: 718-901-0778**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321200010318      **SCHOOL NAME:** I.S. X318 Math, Science & Technology Through Arts

**SCHOOL ADDRESS:** 1919 PROSPECT AVENUE, BRONX, NY, 10457

**SCHOOL TELEPHONE:** 718-294-8504      **FAX:** 718-901-0778

**SCHOOL CONTACT PERSON:** MARIA LOPEZ      **EMAIL ADDRESS** MLopez9@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Melissa DelliPaoli

**PRINCIPAL:** MARIA LOPEZ

**UFT CHAPTER LEADER:** Mark Lefkowitz

**PARENTS' ASSOCIATION PRESIDENT:** Elba Moreira

**STUDENT REPRESENTATIVE:** N/A  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** Fordham University

**NETWORK LEADER:** MARGARET STRUK/ANITA BATISTI/Pedro De La Cruz

**SUPERINTENDENT:** MYRNA RODRIGUEZ

**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
Maria Lopez	Principal	
Mark Lefkowitz	UFT Chapter Leader	
Naddaine Green-Gibson	UFT Member	
Allison Menifield	DC 37 Representative	
Paula Plaskett	DC 37 Representative	
Héctor Molina	DC 37 Representative	
Giselle Weston	Title I Parent Representative	
Lisette Rodríguez	Parent	
Melissa DelliPaoli	UFT Member/SLT Chair	
Melva Johnson	Parent	
Claudette Carroll	UFT Member	
Frank Valverde	Unknown	
Desiree Vega	Parent	
Belgica Alvarado	Parent	
Mildred Maldonado	UFT Member	

\* 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.

In order to enhance students' learning, our specialized program is designed to enable them to see and to understand the connection between what they learned in school and the skills that are needed in the world outside.

A collaborative effort of all members of the school community will create a climate conducive to their learning. This will create a positive learning environment and enable the students' vision of the future to become a reality.

Our mission, with the support of our parents, is designed to provide our students with the highly structured programs that offer rigorous, standards based curriculum. In order to create a school community dedicated to promote continuous learning and achievement, our intense focus is through the application of advanced "state of the art" technology. This process will nurture, prepare our community to be empowered, and adapt for the purposes of meeting the demands of an ever-changing world.

I.S. 318 has three academies that function as vertically organized smaller learning communities. Academy A and B, Math Science, and Technology through Music includes all 7<sup>th</sup> and 8<sup>th</sup> graders, and Academy C, Math, Science, and Technology through Lego Robotics, includes all 6<sup>th</sup> graders. Each academy is inclusive of all students at its grade level, including general education, English Language Learners, and Special Education students. Our Special Education program includes Team Teaching and Self Contained classes. This vertical organization ensures that every child who completes 3 years at 318 is introduced to each of its themes.

The classes within the academies are strategically located to minimize movement within the building. Weekly academy meetings and monthly staff and grade meetings are held to strategize ways to improve student performance, minimize behavioral problems, address individual needs of students, and deliver a unified interdisciplinary curriculum. In addition, weekly professional development is provided to all new teachers. Support staff and administration meet regularly with the subject area teachers, academies, and teams to offer their support and expertise. Academies are comprised of licensed subject area teachers, as well as, special education and bilingual teachers where applicable. All faculty members receive a laptop for the school year to support their instruction.

The average class size in regular education classes does not exceed 30 students. All general education classes in the three academies are heterogeneously grouped, where possible. The English Language Learners Program (ELL) is comprised of Bilingual classes as well as a pull out English as a Second Language (ESL) program. All ELL students receive required ESL hours determined by

their NYSESLAT level. We currently offer two regent's courses: Integrated Mathematics and Earth Science.

Advisory takes place five days a week to develop the student's leadership skills. We offer afterschool and Saturday academies in Math, Language Arts, Social Studies, Science, Music, Art, Specialized High School Test Prep, and Computer Assembly.

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									
<b>School Name:</b>	I.S. X318 Math, Science & Technology Through Arts								
<b>District:</b>	12	<b>DBN #:</b>	12X318	<b>School BEDS Code:</b>					
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			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<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		85.1	88.2	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.5	91.35	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	110	137	135	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	133	96	132		88.7	95.6	96.6		
Grade 8	128	125	110						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	20	TBD		
Grade 12	0	0	0						
Ungraded	2	2	2	<b>Recent Immigrants - Total Number:</b>					
Total	373	360	379	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					16	12	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<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	12	24	33	Principal Suspensions	14	12	TBD		
# in Collaborative Team Teaching (CTT) Classes	22	24	27	Superintendent Suspensions	13	4	TBD		
Number all others	16	26	25						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	25	17	21						

Classes							
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	21	33	38	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	4	17	Number of Teachers	33	31	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	9	TBD
				Number of Educational Paraprofessionals	0	0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	11	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.7	71	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	57.6	61.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	90	TBD
American Indian or Alaska Native	0.5	0.6	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.1	86.7	TBD
Black or African American	35.7	34.4	30.9				
Hispanic or Latino	61.4	63.6	67				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.1	1.1				
White	1.1	0.3	0.3				
Multi-racial							
<b>Male</b>	53.9	51.1	52.2				
<b>Female</b>	46.1	48.9	47.8				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
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"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	X			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	
<b>All Students</b>	√	√	X				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	0				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	80	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	22.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	42.4	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√

<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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](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?

### *Student Performance Trends*

During the past three years, I.S. 318 has shown great improvement. We have gone from being a "C" school during the 2007-2008 school year to being an "A" school by the end of the 2008-2009 school year. We have also maintained a Quality Review status of "Proficient". We were a school in need of improvement in 2006 and are now a school in good standing having made AYP in Mathematics and ELA.

In 2006 we added a 6<sup>th</sup> grade to our school with the belief that if we could teach students earlier that our ELA scores would improve. Since then our ELA scores have improved. We have seen a dramatic decrease of Level 1 students in ELA from 17% in 2006 to 2% at the end of 2008-2009 school year. In addition we have also seen an increase in our Level 3 students from 17% (2006-2007) to 49% (2008-2009).

We have also seen this trend in mathematics, an increase in Level 3 (from 21% to 48%) students and a decrease in Level 1 students (from 28% to 8%).

As of June 30<sup>th</sup>, we do not have the student's performance in mathematics and ELA since scores from the state have not been received. This section of our CEP will be updated once scores have been released.

### Greatest Accomplishments over the Last Couple of Years

Our greatest accomplishments over the last couple of years have been the following:

- Moving from being a "C" school to being an "A" school
- Recruiting students through Middle School Choice
- Increasing our attendance from 86% to 88% (this is continuing to increase)
- Continuing to have 8<sup>th</sup> grade students pass the Integrated Math Regents test
- Continuing to have 8<sup>th</sup> grade students pass the Earth Science Regents test
- Implementation of College Bound/ Springboard program
- Certification of our AVID (Advancement via Individual Determination) college prep program in grades 6 to 8.
- Training of over 10 teachers in AVID methodologies.

Improvement and revision of our Curriculum Maps in all content areas so that they are aligned with standards.

Implementation of PBIS (Positive Behavioral Interventions and Supports). We use Bear Bucks to reward students; students use Bear Bucks at our school store to purchase items such as Pencils, Books, and even large items such as Televisions and Skates.

2<sup>nd</sup> Phase implementation of Comp2Kids (free computers for families)

Acquisition of 15 Intelliboards.

Continuation of Inquiry Teams school wide to address the needs of students within specific populations (Math Inquiry Team, ELA Inquiry Team, Grade Level Inquiry Teams, School wide Inquiry Team, ESL Inquiry Team)

Implementations of ADA form (Assessment Data Analysis) to monitor individual student goals.

Staff has been taking professional development courses online through Harvard Online.

An increase in students passing the NYSESLAT

Utilizing our website <http://www.is318.org/> to communicate with parents, students, and staff

Utilization of ARIS data to inform instruction

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

The most significant barrier to continuous improvement is monetary. Since we have improved academically, monies that we received because we were performing poorly has been cut which means that afterschool programs and other resources that we provided with those funds (such as extra materials) have been cut out or eliminated.

The most significant aid to our continuous improvement is differentiated and continuous professional development. In addition to professional development by academy, by grade, and by subject we also provide professional development for new teachers to our staff.

## 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 June 2011 IS 318 will decrease the number of students in Level 1 and Level 2 by 10% respectively in English Language Arts as measured by the New York State Exam in English Language Arts.	<input type="checkbox"/> After analyzing our data we see that we have 83% of our students performed at Level 1 or Level 2.
<input type="checkbox"/> Goal 2:  By June 2011, 10% of our Special Education students and Bilingual students will make one year's progress as measured by the New York State English Language Arts Exam.	<input type="checkbox"/> As per our last year's State Report Card, Special Education students were able to make AYP in ELA due to the Safe Harbor. In addition, our Bilingual students made AYP, which was too close to the AMO. As a result we must increase the performance of our Bilingual and Special Education students in order to meet the increased AMO for the current year.
<input type="checkbox"/> Goal 3: By June 2011, I.S.318 will continue having at least 25 students in the 8th grade master/pass the 8th grade Integrated Math Regents with a score of at least a 65 as measured by the Integrated Mathematics Regents Exam.	<input type="checkbox"/> We will continue to have 8th grade students pass the Integrated Mathematics Regents Exam.
<input type="checkbox"/> Goal #4: By June 2011 IS 318 will decrease the number of students in Level 1 and Level 2 by 10% respectively in Mathematics as measured by the New York State Exam in Mathematics.	<input type="checkbox"/> After analyzing our Progress Report we realized that we have 77% of our students at Level 1 and Level 2.

<input type="checkbox"/> <p>Goal 5: By June 2011, 55% of I.S. 318 teachers will utilize the Assessment Data Analysis (ADA) form to determine individual student goals based on their needs as determined by teacher assessments.</p>	<input type="checkbox"/> <p>Based on our needs assessment and the Quality Review recommendation, we needed to develop individual student goals. As a result we developed an in house goal setting form - the ADA.</p>
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**SECTION VI: ACTION PLAN**

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

**Subject Area**

**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011 IS 318 will decrease the number of students in Level 1 and Level 2 by 10% respectively in English Language Arts as measured by the New York State Exam in English Language Arts.</p>
<p><b>Action Plan</b> 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>ELA Lesson plans will reflect components of the Poem Model using English Language Arts programs provided by Holt, Springboard, and Ramp Up as aligned with the current New York Standards (reading, writing, listening, speaking, and viewing).</p> <p>Our After School and Saturday programs will be aligned with the day program to meet the needs of at risk students.</p> <p>Teachers, using data from City, State, Region and school assessments will identify needs and create goals for these students.</p> <p>Instruction will be differentiated to meet individual needs.</p> <p>Writing Matters, Read 180, Wilson, Curriculum Mapping, Ramp Up, Holt Curriculum, College Springboard, After School programs, and pull-out AIS programs will help us accomplish our objective.</p> <p>Teachers will work one on one with mathematics and ELA students who are at risk.</p> <p>ELA Programs to meet the needs of at risk students include Ramp Up, Holt , Writing</p>

	Matters, Read 180, Wilson, Springboard will be used appropriately depending on the needs of the student. Training will be provided to teachers on the necessary programs.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS OTPS - EDUCATIONAL SOFTWARE OTPS - SUPPLIES - GENERAL
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal 2:  By June 2011, 10% of our Special Education students and Bilingual students will make one year's progress as measured by the New York State English Language Arts Exam.
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<p><b>Action Plan</b>  <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>□ Formation of an Inquiry team in ELA to monitor the progress of Bilingual and Special Education students in ELA.</p> <p>partment meetings will be provided for the Special Education team. The meetings will provide a designated time for the team to collaborate, plan, strategize, and discuss implementation of curriculum.</p> <p>Inquiry team to study all available data to determine why students performed poorly on the ELA exam.</p> <p>Inquiry team will identify areas of curriculum and instruction that need to be strengthened.</p> <p>Inquiry members will work with the target population to help them develop skills and strategies to perform at a proficient level.</p> <p>Inquiry team created assessments will help monitor this group's progress.</p> <ul style="list-style-type: none"> <li>• Students will be encouraged to attend afterschool and Saturday programs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>OTPS - SUPPLIES - GENERAL OTPS - EDUCATIONAL SOFTWARE Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS Per Diem - PROFESSIONAL DEVELOPMENT</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 3: By June 2011, I.S.318 will continue having at least 25 students in the 8th grade master/pass the 8th grade Integrated Math Regents with a score of at least a 65 as measured by the Integrated Mathematics Regents Exam.</p>
<p><b>Action Plan</b> <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>Creation of Integrated math class with ten periods of mathematics rather than eight</p> <ul style="list-style-type: none"> <li>• Afterschool Integrated Mathematics preparation course.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <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>OTPS - TRANSPORTATION OF PUPILS - CONTRACTUAL Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS OTPS - EDUCATIONAL SOFTWARE OTPS - CURRICULUM and STAFF DEVELOPMENT CONTRACTS</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal #4: By June 2011 IS 318 will decrease the number of students in Level 1 and Level 2 by 10% respectively in Mathematics as measured by the New York State Exam in Mathematics.</p>
<p><b>Action Plan</b> 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> <ul style="list-style-type: none"> <li>• Math Lab imbedded into the 7th grade student's schedule in addition to their regularly scheduled 8 periods of mathematics.</li> <li>• After school programs and Saturday academy offered to students targeted <input type="checkbox"/> for assistance in mathematics.</li> <li>• Professional Development provided for math teachers in and outside of the school.</li> <li>• Common Professional Development time provided for mathematics teachers for collaboration.</li> <li>• Intervisitation among math teachers.</li> <li>• Software purchased to increase math skills.</li> <li>• Supplementary materials to support Impact Math curriculum.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>OTPS - EQUIPMENT Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS OTPS - EDUCATIONAL SOFTWARE OTPS - SUPPLIES - GENERAL</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 5: By June 2011, 55% of I.S. 318 teachers will utilize the Assessment Data Analysis (ADA) form to determine individual student goals based on their needs as determined by teacher assessments.</p>
<p><b>Action Plan</b> <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"/> Introduce ADA form to the staff.</p> <p>Provide Professional Development on the ADA during Subject Area meetings and Monday PD meetings.</p> <p>Principal to meet with all teachers individually to review ADA form and student data to help teachers determine individual goals for students and teacher goals for the class.</p> <p>Teachers to introduce ADA to students during individual conference sessions. Teacher and student to work together based on ADA data (from classroom assessments, school assessments, etc.) to determine individual goals.</p> <p>Math and ELA coach to work with subject area teachers on ADA implementation.</p> <ul style="list-style-type: none"> <li>Assistant Principals to meet with individual teachers and discuss how their ADA forms helps determine how the teacher differentiates instruction. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>Per Diem - PROFESSIONAL DEVELOPMENT</p>

**Indicators of Interim Progress and/or Accomplishment**

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

## **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	65	70	37	17	27	16	12	113
7	76	68	45	24	32	27	19	97
8	108	96	41	37	51	29	22	128
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>ELA AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Programs provide improving reading and writing through venues such as "Writing Matters," "Wilson," "Read 180", "Ramp Up", and "Holt". We also provide after school help in ELA through programs like "Kaplan," "Sports and Arts," "Phipps," and our own extended day program. Our Saturday Academy, Holiday classes and Vacation Packets provide additional support in ELA. Test preparation for the ELA state exam is provided through our Advisory period which allows us to have small group instruction.</p>
<b>Mathematics:</b>	<p>Math AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. For those students performing at level 3 and 4 their schedule include classes in Integrated Math, this prepares these students to take the Math Regents at the end of 8th grade. Our after school programs including "Kaplan," "Sports and Arts," "Phipps" as well as own extended day program provides for additional help in math. The Saturday Academy, Holiday classes and Vacation Packets also provide further help in math. Math test preparation for the state math exam is done through our advisory which allows for small class instruction.</p>
<b>Science:</b>	<p>Science AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs and the Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Students on level 3 and 4 obtain additional help through the pull out programs and our extended day program, in order to take the Earth Science Regents at the end of 8th grade. Our after school programs such as "Kaplan," "Sports and Arts," "Phipps," and our own extended day program also provides additional support in science. Our Saturday Academy, Holiday classes, and Vacation Packets also provide further assistance in science. Test preparation for the state Science exam is done through our advisory which allows for small class instruction.</p>
<b>Social Studies:</b>	<p>Social Studies AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Our after school programs include "Kaplan," "Sports and Arts," "Phipps," and our own extended</p>

	day provide additional support in Social Studies. In March we begin our test preparation for the state Social Studies exam, this is done through our Advisory which allows for small group instruction. Our Saturday Academy, Holiday classes, and Vacation Packets also provide further assistance.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Our Guidance Counselors participate in AIS programs such as PBIS (Positive Behavior Intervention Support), Peer Mediation, Conflict Resolution, and self esteem enhancement. These programs are conducted in small groups as well as individually. Guidance Counselors also work with 8th grade students in helping them choose their High Schools. The SAPIS Counselor as well as the Guidance Counselors help the students run the student government organization. The SAPIS Counselor also runs programs that also include Peer Mediation, Conflict Resolution, Adopt a Student, Drug Awareness and a Summer Leadership program.
<b>At-risk Services Provided by the School Psychologist:</b>	At risk services provided by the school psychologist consists of student evaluations, individual and small group counseling, participation in weekly PPC meetings and parent conferencing. These programs are all conducted to assist students and parents adjust socially and emotionally and foster academic success.
<b>At-risk Services Provided by the Social Worker:</b>	At risk services that are provided by our Social Worker consist of small group counseling, participation in weekly PPC Meetings, parent conferencing are all conducted to assist students and parents adjust socially and emotionally and foster academic success.
<b>At-risk Health-related Services:</b>	At risk health related services provides referrals for physical exams, health evaluations, upkeep of immunization records, eye glasses, hearing exams, distribution of prescribed medication, monitoring students weight and blood sugar levels.

## **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)**

**Grades 6-8**

**Number of Students to be Served:**

**LEP 56**

**Non-LEP 300**

**Number of Teachers 2**

**Other Staff (Specify) 2**

**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.

Our LEP students fall into two categories Bilingual Students and ESL students. The first set of students are LEP students in the Bilingual Program. There are a total of 15 students (six 8th graders and five 7th graders) in our Bilingual program. However, this total will change as this does not include our 6th grade ELL students who will be placed in the Bilingual program. They receive instruction in both their Native Language (Spanish) and in English in their content courses. In addition they receive ESL and Native Language Instruction. The other LEP students receive pull out ESL services by a licensed ESL teacher. The number of periods is determined by their LAT levels.

**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.

On an ongoing basis teachers receive ELL/LEP instruction provided by the NYCDOE (in the PD bulletin). Not only is the ESL teacher invited to attend these PD opportunities, but content area teachers as well.

**Section III. Title III Budget**

-

**School: I.S. 318**

**BEDS Code: 321200010318**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	10,000	<input type="checkbox"/> Amount is budgeted for after school services provided to ELL students.

- Per diem		
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$700.00	<input type="checkbox"/> <b>Outside Professional Development Conference Services and in house.</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,000.00	<input type="checkbox"/> Materials to be utilized in the after school program.
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	N/A
<b>Other</b>	300.00	<input type="checkbox"/> Books to be used in the ESL program.
<b>TOTAL</b>	<b>300</b>	

### 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.

Based on school demographics data, we have taken appropriate measures to disseminate pertinent parent and student information in the languages necessary.

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

The majority of our students are of Hispanic background (66.94%) thus we provide translation of school communication in both english and spanish.

School's demographics indicate that as of the year 2010:

30.87% of our students are Black or African American.

- 66.94% of our student population is Hispanic or Latino.
- 1.09% is Asian or Native/Hawaiian/Other Pacific Isl.
- .27 is Caucasian.
- 48.9.9% is male
- 51.1% is female

The Translation/Interpretation Unit has been assigned by the Chancellor to provide translated information services in twelve languages. Basic school demographic data has been extended to the school community through professional development sessions.

## 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.

Translated information will be distributed through:

- Principal's weekly
- Phone master system (oral and text)
- Monthly student assembly (backpacked to parents)
- Schools newsletter
- Monthly progress reports
- Aris Parent Portal

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.

In these meetings the Translation/Interpretation Unit will provide translated oral services and translated written documentation in the languages necessary to accommodate the parents in attendance. The language needs information will be obtained through school-wide surveys those parents will complete and return to the school at the beginning of the school year.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Oral and written translation services will be provided by the translation/Interpretation Unit, and qualified, bilingual staff members, which include the school's parent coordinator, school secretary, the principal, and other members of the school community. All parental information will be distributed to parents in a timely manner, in accordance with Chancellor's Regulation A-663, which indicates that parents must be notified of any school event ten days prior to each event planned by the school.

**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:	\$530,001	N/A	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,300		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,500	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$53,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
99%

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.

\* Teacher to Teacher mentoring strategies that includes an intervisitation schedule

\* Teacher to Coach mentoring that includes classroom visits to assist the teacher by providing demo lessons and assistance with planning. Coaches meet with the teacher to offer feedback and strategies.

\* Teacher to Administration mentoring that includes feedback and strategies that the teacher can use during future lessons.

\* 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.

I.S. 318  
PARTNERS IN EXCELLENCE  
PARENT INVOLVEMENT POLICY  
2009-2010

The I.S. 318 Parent Involvement Policy reflects the philosophy of District 12 with respect to promoting the achievement of every child.

This Parent Involvement Policy, developed jointly with parents of participating children, Parent Association leaders, the School Leadership Team, school volunteers and school staff incorporates the goals of the I.S. 318 community.

- *Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of the School Leadership Teams and Parents’ Association.*

- *Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council.*
- *Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Family Mathematics, Family Literacy, Reading, New York State/Assessments, Computer Classes ESL Classes.*
- Regular weekly written communication reflecting on-going day to day activities in the school to be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- Workshops will be held to review individual student data and the Annual School (city/state) Report regarding student and school achievement.
- The school will encourage parents to share in student success through attendance at monthly award ceremonies, which encourage students to succeed to the highest possible level.
- Parents will be provided a School and Region “Code of Behavior”, and will review the code and have students adhere to its principals.
- Parents will provide a quiet setting at home for students to complete homework; read each day to 6<sup>th</sup> through 8<sup>th</sup> grade students for 45 – 60 minutes per day and to have students in grades 6 -8 read by themselves 20 -30 minutes per day.
- Parents will communicate with their child’s teacher regarding educational needs by:
  - a) reviewing student homework on a daily basis, and signing work after parental review.
  - b) attending regularly scheduled parent/teacher conferences
  - c) Meeting/communicating with teachers throughout the school year to keep apprised of on-going student progress.
  - d) Attending annual “Curriculum Conferences”.
- Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.

- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. Cultural heritage celebrations will assist in heightening students' self esteem, and by having them going and helping students gain a greater appreciation of themselves and others.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at I.S. 318.

This school parental involvement policy and the school-parent compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures found at the end of the contract/.

This policy was adopted by the I.S. 318 on 08/27/2007 and will be in effect for the period of 2009-2010 . The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2009.

I.S. 318  
SCHOOL – PARENT COMPACT  
2009-2010

The school and parent working cooperatively in a spirit of mutual respect, congeniality and collegiality to provide for a successful education of the children agree:

**I.S. 318 agrees :**

- To convene an annual meeting for PCEN parents to inform them of the PCEN programs and their right to be involved.
- To offer a flexible number of meetings at various times
- To actively involve parents in planning, reviewing and improving the PCEN programs and the parental involvement policy
- To provide parents with timely information about all programs
- to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through: our Parent Coordinator, Parents' Association, parent workshops, formal and informal meetings, telecommunicated neighborhood outreach, parent newsletters, Easy Caller, Saturday Computer Workshops, Saturday ESL Workshops, School Leadership Team meetings and region based involvement and interaction.
- To assure that parents may participate in professional development activities when appropriate

The Parent/Guardian agrees:

- To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- To use or ask for technical assistance training that the district or school may offer on child rearing practices and teaching and learning strategies.
- To review the Student Agenda and Code of Discipline with your child/children.
- To work with our child/children on their schoolwork and homework.
  - To read every day with our child/children
  - To listen to our child/children read every day.
  - To sign homework and tests daily.
- To review the Monthly Progress Report to devise a collaborative plan for academic improvement
- To monitor our child/children's attendance at school, homework, television and movie watching, and video games
- To make sure that our child/children come to school prepared every day.
- To share the responsibility for improved student achievement.
- To communicate with our child/children's teachers about their educational, emotional, social and health needs.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**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.

Please refer to pages 9 and 10.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - a. Academic intervention services will be offered to students whose academic achievement levels are at 1 and 2.
  - b. Teacher study groups will meet to address student performance and needs.
  - c. ELA curriculum (Holt Literature Series and Writing Matters) and curriculum map will be utilized to implement a rigorous balanced literacy program
  - d. Personal Improvement Plans (PIPs) will be designed for holdover students
  - e. Regents and Regents Preparatory classes (in ELA, math, and science) will be offered to all grades
  - f. Students will complete Cornell Notes (a note-taking strategy) in all classes
  - g. Professional development will be offered to teachers on balanced literacy, differentiated instruction, and professional teaching standards
  - h. Student performance data will be collected, interpreted, and utilized in planning instruction by teachers
  
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Afterschool programs, offered throughout the week, in ELA, math, science, and social studies will be available to all levels of student performance including those at risk.
    - Phipps, a private organization that offers enrichment in the form of sports, arts and crafts, and home economics
  
  - Help provide an enriched and accelerated curriculum.
    - Curriculum mapping being used for all subject areas.
    - Rigorous regents courses being offered.
    - AVID curriculum
  
  - Meet the educational needs of historically underserved populations.
    - Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State Standards in ELA, Mathematics, Science, and Social Studies.
    - Provide Saturday Academy Instruction to increase the support the students receive to help them reach the standards
    - Resource teachers will push in and pull out to further provide intervention to students with IEP's.
  
  - 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.

- Inquiry Teams will work with targeted students in all subject areas.
- Collected data will provide educators with the information needed to track progress of targeted students in order to provide instruction that directly meets their needs.
- Students will be involved in school wide mediation programs including groups that focus on resolving conflict and peer mediation. Groups will meet in a small group setting to help diffuse rising conflict in order to return the focus to academics.

- Are consistent with and are designed to implement State and local improvement, if any.  
Curriculum and Assessments will be strictly adhered to by the staff to meet the state requirements.
  - The staff will follow the guidelines put into place by the California Professional Teaching Standards.

3. Instruction by highly qualified staff.

Staff members will be highly qualified in the subject area that they are teaching.  
A large percentage of the staff will have at least five years of teaching experience.

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.

Family Support Services are headed by the support team and the Parent Coordinator.  
Teachers will meet on a weekly basis in content area professional study groups during common prep times to ensure excellence of instruction and academic rigor in each content area.  
Coaches will follow up each professional development session to ensure new strategies and practices.  
Coaches will maintain binders and logs of assistance documenting their work with study group and individualized report.

In order to meet the needs of our non highly qualified teachers we provide the following:

- Two periods per week is allocated to provide professional development to fulfill the individual needs of all teachers (including those who are not highly qualified).
- Subject area and grade meetings
- In house mentoring program in place where all new teachers receive four periods of mentoring from a highly qualified mentor.
- Formal and informal observations,
- Intervisitations
- One to one goal setting meeting with the principal using the Professional Teaching Standards
- Internal Department of Education professional development are also available to teachers as needed

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
Recruit highly qualified teachers through job fairs
  
6. Strategies to increase parental involvement through means such as family literacy services.  
Continue to offer parent workshops to help educate the parents In order for them to work with the students at home.  
Saturday ESL and computer classes
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
Not Applicable
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
Continue to develop the different types of Inquiry Teams to target student needs.  
Dissemination of findings and data provided to the teachers to help them better plan their lessons following the POEM model.
  
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.
  
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.
  - SAPIS services are provided by the SAPIS counselor servicing all grades in the school.
  - Breakfast is offered to students before the official start of the school day.
  - AIDP and Just Us programs to implement attendance plans to track students who have difficulty coming to school regularly.

- PBIS will provide staff with a better understanding with why certain student behavior interfere with academic performance.

## 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.

## SCHOOL – PARENT COMPACT

School Name : **I.S. 318 School of Mathematics, Science, and Technology through the Arts**

**The school and parents working cooperatively to provide for the successful education of the children agree: September 2009**

THE SCHOOL AGREES	THE PARENT/GUARDIAN AGREES
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>· Parent-teacher conferences at least annually</li> <li>· Frequent reports to parents on their children's progress</li> <li>· Reasonable access to staff</li> </ul>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to six grade through 8<sup>th</sup> grade students.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none"> <li>· Attendance at school</li> <li>· Homework</li> <li>· Television watching</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

<ul style="list-style-type: none"> <li>· Opportunities to volunteer and participate in their child's class</li> <li>· Observation of classroom activities</li> </ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	
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***We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children .***

\_\_\_\_\_  
Signature of Principal/Teacher  
Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian  
Date: \_\_\_\_\_

We, the I.S. 318 School community, establish this compact in order to foster the core values of honesty, integrity, respect, trust and responsibility and to support the success of I.S. 318 students.

As a parent/caregiver, I pledge to:

- Maintain and foster high standards of academic achievement and positive behavior.
- Find out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school.
- Spend time each day with my child reading, writing, listening, or just talking.
- Respect, love, and encourage my child's growth and ideas.
- Help my child to resolve conflicts in positive, non-violent ways.

Parent/caregiver signature: \_\_\_\_\_

As an I.S. 318 School staff member, I pledge to:

- Maintain and foster high standards of academic achievement and positive behavior.
- Respectfully and accurately, inform parents of their child's progress.
- Have high expectations for myself, students, and other staff.
- Respect the cultural differences on students, their families, and other staff.
- Help children to resolve conflicts in positive, non-violent ways.

Staff signature: \_\_\_\_\_

As an I.S. 318 School Student, I pledge to:

- Work hard to do my best in class and complete my homework.
- Discuss with my parents what I am learning in school.
- Have a positive attitude towards self, others, school, and learning.
- Respect the cultural differences of other students, their families, and staff.
- Work to resolve conflicts in positive, non-violent ways.

Student signature: \_\_\_\_\_

The purpose of the parent school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education.

The parents' responsibility

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will seek information regarding my son's/daughter progress by conferring with teachers, principals and others school district personnel.
- I will attend district-wide parent conferences and visit my son/daughter's classrooms to discuss and participate in their education.

- I will participate in parent groups/activities to contribute to the decision-making process within the Dallas Public Schools.
- I will communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school.
- I will encourage my son/daughter to dress according to the district's dress code.

The school's responsibility

- I.S. 318 School will solicit parent and community input (through meetings, interviews, questionnaires, surveys, etc.) regarding the education of the students it serves.
- I.S. 318 will offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation.
- I.S. 318 will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.
- I.S. 318 will give assignments at least once per week. Assignments will be an extension of what is learned in the classroom and not merely "busy work" or untaught concepts that may cause parents and students undue stress at home.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members.
- The school buildings will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc., before, during and after the regular school day.
- I.S. 318 will convey instructional thrusts and initiatives to parents at school-wide meetings and parent conferences.
- I.S. 318 will inform parents of the individual achievement levels of students.

Student: \_\_\_\_\_

Parent: \_\_\_\_\_

Teacher: \_\_\_\_\_

It is our belief that student's performance will improve because of our cooperative efforts to support this compact. This is a three-way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibilities.

Parent responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.

- Study areas should be well lit and well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Sign and return all papers that require a parent or guardian's signature.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.

#### Student responsibilities

- Ask the teacher any questions about the homework.
- Take home materials and information needed to complete the assignment.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Return signed homework form.
- Comply with schools rules.
- Attend school regularly.
- Respect the personal rights and property of others.

#### Teacher responsibilities

- Provide quality teaching and leadership.
- Assign homework using grade-level form.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give corrective feedback.
- Recognize that students are accountable for every assignment.
- Check that homework has been completed and parent/guardian has signed homework form.
- Respect cultural, racial, and ethnic differences.
- Hold at least two teacher-parent conferences.
- Take home materials and information needed to complete the assignment.
- Respect the personal rights and property of others.

Student: \_\_\_\_\_

Parent: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **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.

Please Refer to Section IV

2. Schoolwide reform strategies that:

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

Academic intervention services will be offered to students whose academic achievement levels are at 1 and 2.

Teacher study groups will meet to address student performance and needs.

ELA curriculum (Holt Literature Series and Writing Matters) and curriculum map will be utilized to implement a rigorous balanced literacy program

Personal Improvement Plans (PIPs) will be designed for holdover students

Regents and Regents Preparatory classes (in ELA, math, and science) will be offered to all grades

Students will complete Cornell Notes (a note-taking strategy) in all classes

Professional development will be offered to teachers on balanced literacy, differentiated instruction, and professional teaching standards

Student performance data will be collected, interpreted, and utilized in planning instruction by teachers

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.

Afterschool programs, offered throughout the week, in ELA, math, science, and social studies will be available to all levels of student performance including those at risk.

Phipps, a private organization that offers enrichment in the form of sports, arts and crafts, and home economics

- o Help provide an enriched and accelerated curriculum.

Curriculum mapping being used for all subject areas

Rigorous regents courses being offered.

AVID curriculum

- o Meet the educational needs of historically underserved populations.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State Standards in ELA, Mathematics, Science, and Social Studies.

Provide Saturday Academy Instruction to increase the support the students receive to help them reach the standards

Resource teachers will push in and pull out to further provide intervention to students with IEP's.

- 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.



Inquiry Teams will work with targeted students in all subject areas.

- Collected data will provide educators with the information needed to track progress of targeted students in order to provide instruction that directly meets their needs.
- Students will be involved in school wide mediation programs including groups that focus on resolving conflict and peer mediation. Groups will meet in a small group setting to help diffuse rising conflict in order to return the focus to academics.

- o Are consistent with and are designed to implement State and local improvement, if any.



Curriculum and Assessments will be strictly adhered to by the staff to meet the state requirements.

- The staff will follow the guidelines put into place by the California Professional Teaching Standards.

3. Instruction by highly qualified staff.



Staff members will be highly qualified in the subject area that they are teaching.

A large percentage of the staff will have at least five years of teaching experience.

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.



Family Support Services are headed by the support team and the Parent Coordinator.

Teachers will meet on a weekly basis in content area professional study groups during common prep times to ensure excellence of instruction and academic rigor in each content area.

Coaches will follow up each professional development session to ensure new strategies and practices.

Coaches will maintain binders and logs of assistance documenting their work with study group and individualized report.

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



Recruit highly qualified teachers through job fairs

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



Continue to offer parent workshops to help educate the parents In order for them to work with the students at home.

Saturday ESL and computer classes

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

Not Applicable

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



of Inquiry Teams to target student needs.

Dissemination of findings and data provided to the teachers to help them better plan their lessons following the POEM model.

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.



Gates McGinite, Ramp Up, Resource room which includes push in and pull out 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.



and job training.

- SAPIS services are provided by the SAPIS counselor servicing all grades in the school.
- Breakfast is offered to students before the official start of the school day.
- AIDP and Just Us programs to implement attendance plans to track students who have difficulty coming to school regularly.
- PBIS will provide staff with a better understanding with why certain student behavior interfere with academic performance.

## **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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$530,001	True	23 and 24

<sup>1</sup>**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.

<sup>2</sup>**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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

## **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.)  
8
2. Please describe the services you are planning to provide to the STH population. Students in temporary housing work with a variety of members of the school community. They meet regularly with the school psychologist, guidance counselor, and SAPIS worker. The members of the school community reach out to parents to provide them with assistance and services as well.

### **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).  
N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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.

N/A



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_12X318\_040111-092805.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 <b>Fordham</b>	District <b>12</b>	School Number <b>318</b>	School Name <b>IS 318</b>
Principal <b>Maria Lopez</b>	Assistant Principal <b>Sharon Labao</b>		
Coach	Coach		
Teacher/Subject Area <b>Carmen Dean</b>	Guidance Counselor <b>Dawn Hodge</b>		
Teacher/Subject Area <b>Patience Onyegwara</b>	Parent		
Teacher/Subject Area <b>Elizabeth Pagan</b>	Parent Coordinator <b>Frank Valverde</b>		
Related Service Provider <b>Annemarie Scopino</b>	Other		
Network Leader <b>Marge Struk</b>	Other		

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

#### C. School Demographics

Total Number of Students in School	<b>379</b>	Total Number of ELLs	<b>66</b>	ELLs as Share of Total Student Population (%)	<b>17.41%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

#### 1. Initial Identification

When new students are enrolled, the Home Language Identification Survey is administered by a pedagogue to the parent. If English is not the Home Language. The student is administered the LAB – R and an informal interview is conducted in English and in the primary language (we currently have pedagogues fluent in Spanish, with other languages we use the phone in translation service). This identification process is completed within ten days of initial enrollment. Lucy Rodriguez, a licensed teacher who is fluent in Spanish and has been trained in the administration of the LAB-R is responsible for conducting the initial screening and LAB-R. In addition, Parent Survey and Program Selection forms are given to the parents. Often parents complete these forms immediately with a Spanish speaking pedagogue to assist or by the use of the phone translation service. Otherwise, they are returned within the week. This is followed up by the Parent Coordinator, Frank Valverde. Home Language Surveys are kept in the main office and are reviewed yearly by the ESL team.

#### 2. School Structure

At the beginning of the school year, our ELL inquiry team analyzes NYSESLAT and ELE data to measure progress and determine student goals and ESL placement for the upcoming school year. When available, New York State ELA exam results are also included in our analysis.

Currently we offer two programs for English Language Learners – a Transitional Bilingual Program and a Free Standing ESL Program. Within ten days of admission if the student is identified as an ELL, the parent is informed by our Parent Coordinator or bilingual pedagogue of the two available programs at our school.

#### 3. Parent Survey and Program Selection

Parent Survey and Program Selection forms are given to the parents. Often parents complete these forms immediately with a Spanish speaking pedagogue to assist. Return of the survey and program selection forms are followed up by the Parent Coordinator, Frank Valverde. If a form is not returned, the default program is Transistional Bilingual education as per CR Part 154. Parent Surveys and Program Selections forms are kept in the main office and are reviewed yearly by the ESL team.

4. Students are placed in bilingual education or the ESL Free Standing program based upon parental request and Lab-R results.

Communication with all parents is in the parents native language to discuss the educational choices available for their children.

5. The majority of the parents of ELLs, who have been in the United States for more than five years, tend to place their children in the monoligual classes with an ESL program. Many parents of ELLs, who are in the country less than five years, tend to place the students in the Transistional Bilingual Program.

6. The program models offered at IS 318 are aligned with parental requests. At the beginning of every school year, the parents are aware of the school's offering and are aware of what other educational options are available for ELLS. A survey is taking at the end of each school year to ensure that the school is building an alignment between parent choice and program selection. Based on the end of the year survey, the school is willing to make changes if a substantial amount of parents are interested in an option that is currently unavailable.

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							7	8	11					25
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							14	17	9					40
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	21	25	19	0	0	0	0	65

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	24
SIFE	8	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	18

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	22	2		4	1					26
Dual Language										0
ESL	7	2		15	3		18			40
<b>Total</b>	<b>29</b>	<b>4</b>	<b>0</b>	<b>19</b>	<b>4</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>66</b>

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							7	8	10					25
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									1					1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>

<b>Dual Language (ELLs/EPs) K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-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							13	17	9					39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>17</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>

## Part IV: ELL Programming

A. Programming and Scheduling Information	
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>	
Paste response to questions 1-4 here	
<ol style="list-style-type: none"> <li>1. Organizational Models               <ol style="list-style-type: none"> <li>a. There are two TBE classes that receive ESL instruction as a class. We also have a pull-out and push-in program for the ELLs in the</li> </ol> </li> </ol>	

monolingual classes. Students in the TBE program at I.S. 318 use both their native language and English throughout the school day. TBE Students who score a Level 3 on the New York State ELA Exam are placed in the Free Standing ESL Program. If TBE pass the NYSESLAT they are moved into a regular monolingual class and receive testing accommodations for two years.

**Free Standing English as a Second Language Program**

b. The students in monolingual classes receive ESL as a grade. Whereas, the 6 and 7th TBE students travel as a combined block. The 8th grade TBE students travel as a block. All instruction is differentiated based upon the students NYSESLAT scores, ELA assessment and individualized Assessment Data Analysis which is measured on a three week basis.

**2. Mandated Instructional Minutes**

All ESL students placed in monolingual classrooms are receiving 100% of their ESL/ELA instructional time based upon state mandates and individual student NYSESLAT and LAB-R scores. The teacher for the free-standing program holds permanent certification for NYS in TESOL only. Once ESL students pass the NYSESLAT exam students no longer receive ESL services, however they receive testing accommodations for two years.

As per CR Part 154 our ESL students are receiving the mandated instructional minutes. All students in the TBE Program receive 360 minutes of ESL instruction; in addition they receive 5 periods per week of Native Language Arts. Students in the TBE class travel together as a group but receive differentiated instruction based on their levels in all their classes. In Math and Social Studies instruction is given in the student's native language. Science and all elective courses are taught in English.

Students in the Free Standing ESL program are pulled out for instruction. They are grouped and pulled out by level to receive ESL instruction. Advanced students receive 180 minutes of ESL instruction and Beginner and Intermediate students receive 360 minutes of ESL instruction. All instruction is in English except for a Foreign Language Course taken by our 6th graders.

**3. Content Areas**

All teachers are aware of the ELLs in their classes. They are provided with NYSESLAT, ELE, NYSELA and ADA data for every ELL. In addition, professional development is provided on strategies and practices that help ELLs succeed. Using our available data (Acuity, NYSESLAT, state exams, Gates McGinitie, and other diagnostic exams) instruction in all courses is differentiated. Teachers use available technology, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis sheet to determine the progress and needs of ELLs.

**4. Differentiation of Instruction**

- a. SIFE students who have been ELLs for more than six years are studied by our ELL Inquiry team to better determine the needs and the goals of the students. Specific goals and objectives are developed based upon the strengths and weaknesses of the student in English as well as the native language if possible.
- b. Newcomers receive an additional five periods of ESL during advisory time each week. Newcomers also receive additional materials to assist them with excelling in English at home including, flash cards, word list, books, and computer programs. NCLB requires testing after one year, therefore all ELLs are encouraged to attend afterschool and Saturday programs to further promote progress.
- c. ELLs who have been receiving services for more than four years are given strategies and instruction on how to improve in deficient areas. The ELL inquiry team analyzes the data of each student to better determine the needs and goals of these students to make a measurable action plan. The students are then pulled out of class to receive small group direct instruction.
- d. Long-Term ELLs are grouped by data and instruction is in a small group setting to address each specific weakness as per the NYSESLAT and Assessment Data Analysis. Saturday Academy and the Extended day program is available to the students.
- e. Instruction for ELLs with special needs is planned between the special education teacher and ESL teacher. By reading the IEP, the ELL teacher will understand the academic delays of a Special Education ELL. The student is exposed to a highly print rich environment and is taught according to their preferential learning style which is based from the Renzulli assessment.

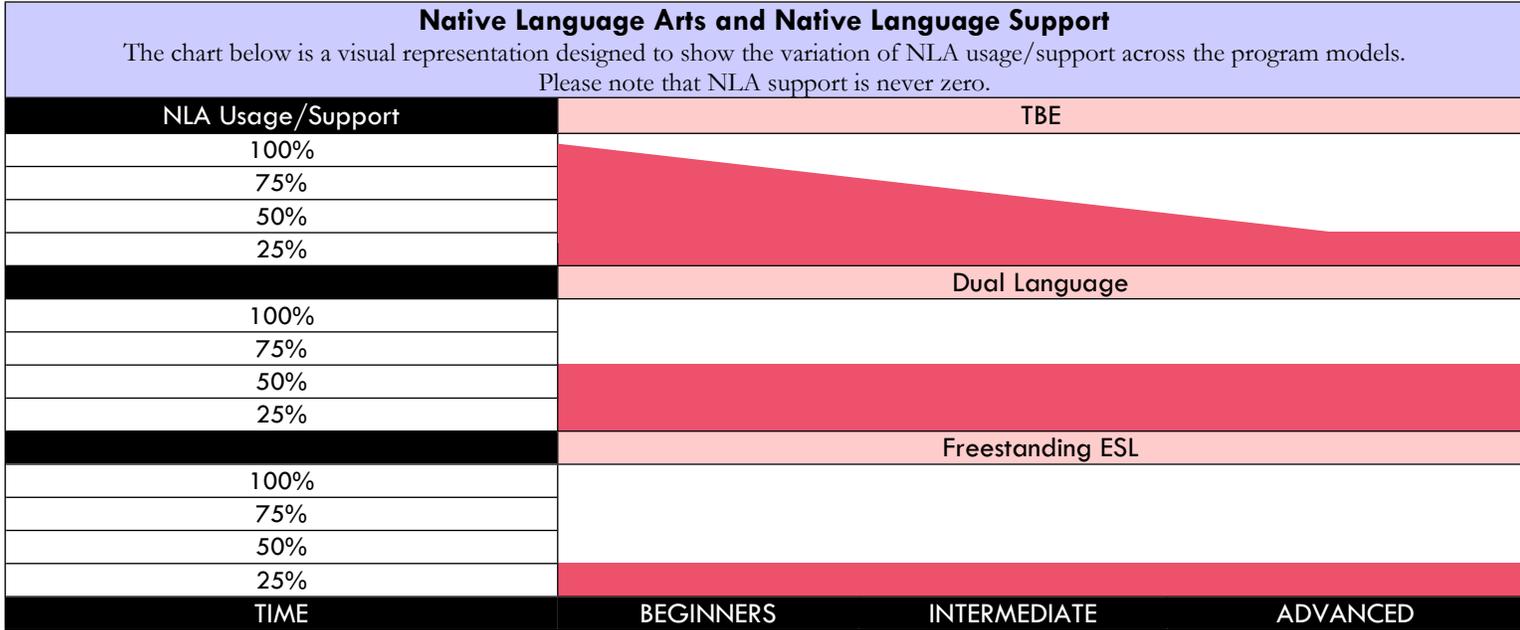
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 5-14 here

5. Targeted Intervention Programs  
Using available data (Acuity, NYSESLAT, state exams, Gates McGinitie, and other diagnostic exams) instruction in all courses is differentiated. Teachers use available technology, listening center materials, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis in all subject areas to determine the progress and to address limited academic gains with an action plan. Intervention services is available throughout the school day during the admin of each teacher in all major subjects. Mathematics and Social Studies intervention is available in English and Spanish, whereas ELA and Science interventions is in English.
6. Continuing Transitional Support  
ELLs who reach proficiency in the NYSESLAT are monitored for two years. Testing modifications are in effect for one year after reaching proficiency in the NYSESLAT. The ELL Inquiry Team monitors the progress of the students who have reached proficiency. If deemed necessary, the student will receive intervention during the school day as well as in the Saturday program and extended day program.
7. Improvements/New Programs  
Currently, there are not any new programs being considered based upon the Parent Survey's returned. The parents are satisfied with the current programs the school offers. In regards to improvements, the school will look to hire teachers that are Bilingually Certified.
8. Programs/Services Discontinued  
Currently, all services will be continued.
9. ELL Equal Access  
The ELLs are afforded equal access to all school programs. The Extended Day program as well as the Saturday Academy is available to all ELLs as well as The Phipps Program.
10. Instructional Materials  
Using our available data (Acuity, NYSESLAT, state exams, Gates McGinitie, and other diagnostic exams) instruction in all courses is differentiated. Teachers use available technology, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis sheet to determine the progress and needs of ELLs. All ELLs receive technology class 2 periods per week. The program Rosetta Stone is currently being used with the newcomers as well as a reading program called Star Fall. To better promote fluency, writing and comprehension skills, Intermediate and Advanced ELLs, ELA and ESL teachers utilize a program called Writing Matters. In addition, the internet offers websites such as ESL Gold to increase fluency and comprehension.
11. Native Language Support  
The students in the TBE class receive NLA five periods per week. In addition, the ESL teacher and NLA teacher share a similar curriculum map to reinforce concepts in both Spanish and English.
12. Required Support  
Currently the support of intervention of academic and social support correspond to the age and grade levels of the ELLs.
13. Support for Newly Enrolled ELLs  
The Parent Coordinator, Frank Valverde meets with the parents of newly enrolled ELLs to inform the parents of programs and services available within the community for both the student and parent.
14. Language Electives  
Spanish is offered to the students in the sixth grade.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#### 1. Professional Development Available

ELL Personell: Mrs. Scopino, Ms. Pagan, Ms. Lucy Rodriguez and Ms. Carmen Dean participate in weekly professional development as well as outside professional development. Professional development will include topics such as differentiated instruction, data analysis, academic vocabulary development, SIOP and integraion of technology and art with ELLs.

#### 2. Support for Transistion of ELLs

Staff is made aware of The Common Core Standards for High School and what is expected of the ELLs. The goal is for our ELLs to beome successful bilingual members of the community.

#### 3. Minimum 7.5 Hours of ELL Training

All staff is required to receive ELL training. Training is held one Monday per month. Topics have been and will be on Differentiation: Teaching and Assessment, Accountable Talk, Learning Styles, Vocabulary Enrichment, Common Core and State Standards of ELLs, and Blooms Taxonomy: Creating High-Order Questioning

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

#### 1. Parental Involvement

The school has an active Parent Teachers Association. The Parents of ELLs are offered Saturday English Language Instruction as well as Computer classes.

#### 2. School Partnership

IS 318 has a partnership with Fordham University. Parents have the opportunity to receive a computer after completing a computer class training with the students at Fordham University. In addition, programs through BETAC are available to the parents and are notified of the events via email and/or letter. Metrocards are distributed to parents for transportation.

#### 3. Parental Needs

Parental needs are based upon the school survey sent out in June. Included in the survey are questions relating to what programs or activies the parents would like to see available at the school. The school is open to adjustments based upon the needs of the parents.

#### 4. Parental Involvement Activities

Based upon the survey, the school determines activivtes that will address the needs of the parents. Based upon past surveys, parensts request assistance with learning English and with computer access and training. In addition, every Fall, the school holds a Bilingual Department Meeting with the parents to meet all the teachers and are informed of school expectations.

## 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)							2	2	1					5
Intermediate(I)							4	5	1					10
Advanced (A)							7	7	7					21
Total	0	0	0	0	0	0	13	14	9	0	0	0	0	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	4			16
7	16	2	1		19
8	6	6			12
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	4	9	1	1	0	0	0	18
7	8	1	7	2	1	1	0	0	20

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	0	3	6	4	2	0	0	0	15
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Paste response to questions 1-6 here hgjukliu

**1. Assessment Tools**

The school conducts DRA's to assess the early literacy skills of ELLs. Independent reading and reading instruction is based upon the DRA levels. In addition the school conducts triekly assessment data analysis for every student to measure groth and to target areas of deficiencies.

**2. Data Patterns**

Based on the NYSESLAT scores, LAB-R results, state exams, and school-based assessments there must be increased academic rigor as well as standard-based learning throughout the core curriculum for all ELLs. The TBE curriculum will not be simplified. Instead, the TBE curriculum will be closely guided by and adhere to the same curriculum and pacing charts. We also need to work more on skills tested on the NYSESLAT as we do notice that while students are scoring Level 2 and Level 3 on their ELA exam, they do not perform at a passing level on the NYSESLAT.

**3. Patterns Across Modalities**

It has been evident that the school must conduct more assessments based upon the NYSESLAT skills, as they score better on the NYSELA than in the NYSESLAT. THIS may be due to the factor that the NYSESLAT appears more rigorous.

c. Periodic Assessment Analysis

Through periodic assessments the school is now able to identify particular weaknesses to address with every child and are able to devise lesson to address each weakness to ensure success.

5. N/A

6. Evaluation of Success of Programs

I.S. 318's bilingual and ESL programs will be continuously evaluated throughout the 2010-2011 academic year using the eight principles of the Continuum for Academic Rigor and Excellence (CARE) instrument. Using this instrument, I.S. 318's first objective is to devise a Language Allocation Policy (LAP) that can be implemented immediately. The LAP will allow the bilingual staff to uniformly ensure the academic success of their students in both Spanish and English. It will also allow room for modifications based on the changing needs of the bilingual population served.

**Additional Information**

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

Paste additional information here

**Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. X318 Math, Science & Technology Through Arts					
<b>District:</b>	12	<b>DBN:</b>	12X318	<b>School</b>		321200010318

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		85.1	88.2	89.2
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.5	91.3	91.5
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	137	135	135	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	96	132	120		88.7	96.6	98.4
Grade 8	125	110	120				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	20	17
Grade 12	0	0	0				
Ungraded	2	2	3	<b>Recent Immigrants - Total Number:</b>			
Total	360	379	378	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					16	12	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	24	33	47	Principal Suspensions	14	12	24
# in Collaborative Team Teaching (CTT) Classes	24	27	28	Superintendent Suspensions	13	4	13
Number all others	26	25	25				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	17	21	TBD	Number of Teachers	33	31	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	7
# receiving ESL services only	33	38	TBD				
# ELLs with IEPs	4	17	TBD	Number of Educational Paraprofessionals	0	0	3

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	11	31	% fully licensed & permanently assigned to this school	100.0	100.0	93.5
				% more than 2 years teaching in this school	69.7	71.0	80.0
				% more than 5 years teaching anywhere	57.6	61.3	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	90.0	93.3
American Indian or Alaska Native	0.6	0.5	0.0	% core classes taught by "highly qualified" teachers	81.1	86.7	94.6
Black or African American	34.4	30.9	30.2				
Hispanic or Latino	63.6	67.0	68.8				
Asian or Native Hawaiian/Other Pacific	1.1	1.1	0.0				
White	0.3	0.3	1.1				
<b>Male</b>	51.1	52.2	56.1				
<b>Female</b>	48.9	47.8	43.9				

#### 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

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

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	X				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>0</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	34.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)