



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** EUGENIO MARIA DE HOSTOS INTERMEDIATE SCHOOL 318

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K318

PRINCIPAL: FORTUNATO V. RUBINO      EMAIL: [FRUBINO@SCHOOLS.NYC.GOV](mailto:FRUBINO@SCHOOLS.NYC.GOV)

SUPERINTENDENT: JAMES QUAIL

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Fortunato V. Rubino	*Principal or Designee	
John Petraitis	*UFT Chapter Leader or Designee	
Laura Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
John Makuch	Member/AP-Staff	
John Galvin	Member/AP – Staff	
Peter Kelly	Member/Teacher – Staff	
Gerard Inguagiato	Member/Teacher – Staff	
Matthew Williams	Member/Teacher – Staff	
Anthony Debetta	Member/Teacher-Staff	
Dian Moore	Member/Parent	
Ronaele Cambridge	Member/Parent	
Calixto Safont	Member/Parent	

Sonja Ortiz	Member/Parent	
Sonja Dyson	Member/Parent	
Yolanda Frierson-Bannister	Member/Parent	
Elreag Odorle	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- **To increase the number of students making progress on the 2012 NYS ELA and Mathematics exam. In order to address this challenge, we will raise the ELA scores from 47% to 50% Level 3 and 4 and raise the math score from 63 to 66% Level 3 and 4 on the NYS ELA and Mathematics exam in 2012.**

### **Comprehensive needs assessment**

- **As a school, we experienced an excessive drop in students scoring Performance Level 3 on the 2011 NYS ELA and Mathematics exam. Only, 47% ELA and 63% Mathematics (2010 – 2011 NYC Progress Report) of the students scored level 3 with respect to the 2011 NYS ELA and Mathematics exam. This is in comparison to 49% and 63% in ELA and Mathematics in the prior year. The tests have been made to be more challenging to increase the level of proficiency of children on each respective grade. In order to address this challenge, for the 2012 NYS ELA and Mathematics exam 50% and 66% students will score Performance Level 3 or higher in ELA and Mathematics.**

### **Instructional strategies/activities**

- **Teachers of ELA and Mathematics will use various diagnostic and response to intervention (RTI) tools to identify areas where students are experiencing the most difficulty.**
- **Students will be identified and placed depending on needs.**
  1. **Title I funds will be used for students scoring Performance Level 1 to be placed in reduced size classes (23-27 students)**
  2. **Some classes will be split for ELA (a class of 26 will have two ELA teachers with 13 students per/class)**
- **AP, Grade Level Coach and department leaders will meet and develop professional development activities that will be delivered during:**
  - **Election Day Professional Development**
  - **Brooklyn/Queens Day Professional Development**
  - **Preparation Periods**
  - **City, CFN and District Professional development**
- **Utilize Common Periods for teachers to meet, discuss and develop specific activities to further the goals of team building and curriculum implementation.**
- **Teams will meet to discuss and implement Common Core Standard Curriculum concepts throughout the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Mathematics Program**
- **Teachers will utilize various instructional strategies and approaches to implement curriculum with respect to ELA and Mathematics across the three grades**
- **Early Morning 37.5 minute tutoring**

**Strategies to increase parental involvement**

- In order to increase parent involvement in understanding the New York State Common Core Standards, we have incorporated a variety of trainings for parents during our June 2011 and September 2011 Parent Association Meetings
- Parents will utilize Jupiter Grades to monitor student progress, communicate with teachers and to develop a better understanding of how their child is progressing and what needs to be addressed to increase each child's ability to become a more effective learner
- Parents will also have the opportunity to discuss their child's progress and ability during the November 2011 Parent Teacher Conferences
- Teachers will communicate with parents using a variety of methods (student planners, emails, Jupiter Grades, phone calls and text messages) to ensure that each child is developing the skills needed to meet the New York State Common Core Standards
- Various programs in Adult Education will be offered to parents (ESL and Computers) to assist in their ability to effectively work with their children with respect to completing daily assignments (Tuesday and Thursday from 6:30 pm – 8:30 pm starting December 1, 2011)

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Presently, all teachers of English Language Arts and Mathematics are certified in their respective subject area

**Service and program coordination**

- All programs are incorporated into our 37.5 minute tutoring, school day programs, afterschool programs that reflect the many support services for our school
- To ensure that children are properly nourished, we have incorporated a snack program into our afterschool programs. This is effective due to the fact that many of our students are here until 5:45 pm participating in afterschool programs.
- Our Respect For All program ensures that our students feel safe and supported in the school environment with respect to our zero tolerance for violence, bullying, discrimination and harassment.

**Budget and resources alignment**

- In order to increase the effectiveness of this program and to ensure that students have the support to develop the skills needed to complete this assignment, we have allocated \$69,000.00 in Title I Funds to develop an Afterschool Reading and Math program that will develop the needed skills to complete their Common Core assignments.
- \$16,000.00 in Parent Involvement money has been allocated in an Adult Education Program that will encompass English as a Second Language (ESL) Computer Literacy and the Creative Arts to assist parents in developing the skills needed to more effectively work with their children
- Teachers will utilize 37.5 minutes to assist students in developing skills needed to complete the New York State Common Core Assignments
- Programming techniques such as reduced size classes, split classes, and pull-out programs have been programmed into class and students schedules to assist students in developing necessary skills.
- Funding for Academic Intervention Services (AIS) have also been incorporated into class and student programs to assist in the development of the necessary skills needed to address the New York State Common Core Standards.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- **By June 2012, 100% of students will complete a school wide Common Core Standard project in English Language Arts**

### **Comprehensive needs assessment**

- **In order to prepare for students to complete the Common Core Standard assignment, we assessed the following:**
  - **New York State English Language Arts Exam**
  - **New York City Periodic Assessment results**
  - **IS 318 computerized diagnostic assessment results**
  - **Student classroom performance in ELA**
- **In order to fully incorporate the Common Core Standards into a school wide assignment, Instructional Supervisors, Coaches and ELA Teachers met to discuss the components of a grade wide assignment that would reflect a rigorous level of achievement**
- **Teachers met and discussed various components and developed Rubrics to reflect rigor within those components**
- **Teachers presented assignments or projects that have been successful with various groups as models with respect to creating the Common Core assignment**

### **Instructional Strategies/Activities**

- **Beginning September 2011, teachers will introduce various assignments that will incorporate the Common Core Standards and be developed and implemented using a Rubric design so that students can begin to build on the concept of developing rigorous work habits**
- **Teachers will begin to introduce various levels of reading and writing materials that will lead to students developing the skills needed to complete the grade wide Common Core assignment**
- **Teachers will utilize 37.5 minute tutoring and afterschool ELA programs to assist students experiencing difficulty developing the skills needed to complete this project**
- **Instructional Supervisors and Coaches will work with teachers with respect to aligning ELA curriculum maps to the New York State common Core Standards to insure that students on all grades are completing assignments that reflect these new standards**
- **Grade level teachers will introduce and evaluate similar common core assignments utilizing a Rubric design to create anchor papers that can be utilized with respect to evaluating grade level student work**
- **In November 2011, teachers will evaluate the assignment created for each grade and to determine changes that need to be instituted prior to its implementation**
- **Between February 2012 and March 2012, teachers will incorporate the first grade wide Common Core assignment into their daily lessons and students will develop and build upon the skills needed to complete this assignment**
- **March 2012 and April 2012, teachers will assess and evaluate student assignments and discuss the results with comparison to developed anchor papers on each grade**

**Strategies to increase parental involvement**

- In order to increase parent involvement in understanding the New York State Common Core Standards, we have incorporated a variety of trainings for parents during our June 2011 and September 2011 Parent Association Meetings
- Parents will utilize Jupiter Grades to monitor student progress, communicate with teachers and to develop a better understanding of how their child is progressing and what needs to be addressed to increase each child's ability to become a more effective learner
- Parents will also have the opportunity to discuss their child's progress and ability during the November 2011 Parent Teacher Conferences
- Teachers will communicate with parents using a variety of methods (student planners, emails, Jupiter Grades, phone calls and text messages) to ensure that each child is developing the skills needed to meet the New York State Common Core Standards
- Various programs in Adult Education will be offered to parents (ESL and Computers) to assist in their ability to effectively work with their children with respect to completing daily assignments (Tuesday and Thursday from 6:30 pm – 8:30 pm starting December 1, 2011)

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Presently, all teachers of English Language Arts are certified in their respective subject area

**Service and program coordination**

- All programs are incorporated into our 37.5 minute tutoring, school day programs, afterschool programs that reflect the many support services for our school
- To ensure that children are properly nourished, we have incorporated a snack program into our afterschool programs. This is effective due to the fact that many of our students are here until 5:45 pm participating in afterschool programs.
- Our Respect For All program ensures that our students feel safe and supported in the school environment with respect to our zero tolerance for violence, bullying, discrimination and harassment.

**Budget and resources alignment**

- In order to increase the effectiveness of this program and to ensure that students have the support to develop the skills needed to complete this assignment, we have allocated \$69,000.00 in Title I Funds to develop an Afterschool Reading and Math program that will develop the needed skills to complete their Common Core assignments.
- \$16,000.00 in Parent Involvement money has been allocated in an Adult Education Program that will encompass English as a Second Language (ESL) Computer Literacy and the Creative Arts to assist parents in developing the skills needed to more effectively work with their children
- Teachers will utilize 37.5 minutes to assist students in developing skills needed to complete the New York State Common Core Assignments
- Programming techniques such as reduced size classes, split classes, and pull-out programs have been programmed into class and students schedules to assist students in developing necessary skills.
- Funding for Academic Intervention Services (AIS) have also been incorporated into class and student programs to assist in the development of the necessary skills needed to address the New York State Common Core Standards.



### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- **By June 2012, 100% of students will complete a school wide Common Core Standard project in Mathematics**

#### **Comprehensive needs assessment**

- **In order to prepare for students to complete the Common Core Standard assignment, we assessed the following:**
  - **New York State Mathematics Exam**
  - **New York City Periodic Assessment results**
  - **IS 318 computerized diagnostic assessment results in mathematics**
  - **Student classroom performance in ELA**
- **In order to fully incorporate the Common Core Standards into a school wide assignment, Instructional Supervisors, Coaches and Mathematics Teachers met to discuss the components of a grade wide assignment that would reflect a rigorous level of achievement**
- **Teachers met and discussed various components and developed Rubrics to reflect rigor within those components**
- **Teachers presented assignments or projects that have been successful with various groups as models with respect to creating the Common Core assignment**

#### **Instructional Strategies/Activities**

- **Beginning September 2011, teachers will introduce various assignments that will incorporate the Common Core Standards and be developed and implemented using a Rubric design so that students can begin to build on the concept of developing rigorous work habits**
- **Teachers will begin to introduce various levels of reading and writing materials that will lead to students developing the skills needed to complete the grade wide Common Core assignment**
- **Teachers will utilize 37.5 minute tutoring and afterschool Mathematics programs to assist students experiencing difficulty developing the skills needed to complete this project**
- **Instructional Supervisors and Coaches will work with teachers with respect to aligning Mathematics curriculum maps to the New York State common Core Standards to insure that students on all grades are completing assignments that reflect these new standards**
- **Grade level teachers will introduce and evaluate similar common core assignments utilizing a Rubric design to create anchor papers that can be utilized with respect to evaluating grade level student work**
- **In November 2011, teachers will evaluate the assignment created for each grade and to determine changes that need to be instituted prior to its implementation**
- **Between February 2012 and March 2012, teachers will incorporate the first grade wide Common Core assignment into their daily lessons and students will develop and build upon the skills needed to complete this assignment**
- **March 2012 and April 2012, teachers will assess and evaluate student assignments and discuss the results with comparison to developed anchor papers on each grade**

#### **Strategies to increase parental involvement**

- In order to increase parent involvement in understanding the New York State Common Core Standards, we have incorporated a variety of trainings for parents during our June 2011 and September 2011 Parent Association Meetings
- Parents will utilize Jupiter Grades to monitor student progress, communicate with teachers and to develop a better understanding of how their child is progressing and what needs to be addressed to increase each child's ability to become a more effective learner
- Parents will also have the opportunity to discuss their child's progress and ability during the November 2011 Parent Teacher Conferences
- Teachers will communicate with parents using a variety of methods (student planners, emails, Jupiter Grades, phone calls and text messages) to ensure that each child is developing the skills needed to meet the New York State Common Core Standards
- Various programs in Adult Education will be offered to parents (ESL and Computers) to assist in their ability to effectively work with their children with respect to completing daily assignments (Tuesday and Thursday from 6:30 pm – 8:30 pm starting December 1, 2011)

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Presently, all 7<sup>th</sup> and 8<sup>th</sup> teachers Mathematics teachers are certified.
- 6<sup>th</sup> grade mathematics teachers are certified in either Common Branches (CB) or Mathematics.
  - 6<sup>th</sup> grade CB and Mathematics teachers meet with instructional supervisors and coaches to develop:
    - Math Curriculum maps and units
    - CCS Math Assignment
    - Rubrics and anchor papers

Resource Library that reflects various teaching methodologies and strategies that can be incorporated into lessons

#### **Service and program coordination**

- All programs are incorporated into our 37.5 minute tutoring, school day programs, afterschool programs that reflect the many support services for our school
- To ensure that children are properly nourished, we have incorporated a snack program into our afterschool programs. This is effective due to the fact that many of our students are here until 5:45 pm participating in afterschool programs.
- Our Respect For All program ensures that our students feel safe and supported in the school environment with respect to our zero tolerance for violence, bullying, discrimination and harassment.

#### **Budget and resources alignment**

- In order to increase the effectiveness of this program and to ensure that students have the support to develop the skills needed to complete this assignment, we have allocated \$69,000.00 in Title I Funds to develop an Afterschool Reading and Math program that will develop the needed skills to complete their Common Core assignments.
- \$16,000.00 in Parent Involvement money has been allocated in an Adult Education Program that will encompass English as a Second Language (ESL) Computer Literacy and the Creative Arts to assist parents in developing the skills needed to more effectively work with their children
- Teachers will utilize 37.5 minutes to assist students in developing skills needed to complete the New York State Common Core Assignments
- Programming techniques such as reduced size classes, split classes, and pull-out programs have been programmed into class and students schedules to assist students in developing necessary skills.
- Funding for Academic Intervention Services (AIS) have also been incorporated into class and student programs to assist in the development of the necessary skills needed to address the New York State Common Core Standards.

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

- **By June 2012, 100% of Advanced 6<sup>th</sup> grade ELLs will score at least a 2 and 25% will score at least a 3 on the NYSED ELA exam.**

**Comprehensive needs assessment**

- **Based on data from the 2011 NYS Testing results, our ELL population did not make their Annual Yearly Progress target. This clearly indicates that our school needs to improve the results of this targeted sub-group.**

**Instructional strategies/activities**

- **Small class size.**
- **Scaffolded ELA tasks.**
- **Emphasis on nonfiction.**
- **Weekly vocabulary.**
- **Explicit teaching of learning strategies.**
- **Vocabulary and reading practice on Uptown Education.**
- **Lexia Reading system.**
- **After school tutoring twice a week.**
- **Early morning tutoring 3 days a week.**

**Strategies to increase parental involvement**

- **Constant communication via the Jupiter grading system.**
- **Parents are given access to Lexia Reading from home.**
- **Evening ESL classes.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **All teachers will be highly qualified and we will urge additional teachers to attain ESL certification**

**Service and program coordination**

- **Assistant Principal for ELL's will coordinate all activities along with ELL Coordinator**

**Budget and resources alignment**

- **Title I and Title III resources will also be devoted to the program implementation.**

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- **We will implement the research-based teacher quality rubric THE FRAMEWORKS FOR TEACHING. By January 2012, all teachers will begin to use the rubrics created Charlotte Danielson to reflect on their own teaching, receive informal feedback in their teaching practice This will include providing staff development on the frameworks, establishing self-evaluations, informal observations and peer observations.**

### **Comprehensive needs assessment**

- **One of the required Instructional Expectations for the 2011-2012 school year that was established by the DOE was to begin utilizing a research based framework to raise teacher quality.**

### **Instructional strategies/activities**

- a) **Instructional leaders will become adept at THE FRAMEWORKS FOR TEACHING through independent reading, discussion in cabinet and attendance at network training. (Summer 2011)**
- b) **Professional Development will be provided to teachers before school begins (Sept 2011)**
- c) **School will purchase copies of books for the staff (October 2011)**
- d) **Instructional Leaders will conduct teacher self-assessments to help staff gain an understanding of the rubrics (October 2011)**
- e) **Instructional Leaders will begin conducting informal observations of teachers utilizing the lens of the frameworks (October 2011)**
- f) **Continual Professional Development will be provided on Election Day and at Department Meetings**
- g) **Cabinet sessions of Instructional Leaders will consistently include feedback for teachers**
- h) **Informal assessments will be created and revised (OCT 2011)**
- i) **Peer assessments will be created and implemented (DEC 2011)**

### **Strategies to increase parental involvement**

- **School Leadership Team members will discuss the ramifications of changing the matrix that is used for informally observing teacher lessons**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **The creation of a school that emphasizes effective quality instruction will lead to a more effective teaching corps that will remain committed to the profession.**
- **Lessons will incorporate an extended application of ideas and concepts realized with respect to the aim of the lesson**
- **Students will be expected to extend these ideas to other experiences, applications, literature, etc.**
- **Teachers will plan with respect to relating material to the New York State Common Core Standards to increase the effectiveness of their lesson planning and their lesson implementation**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- With respect to the 5% Set-Aside for training Highly Qualified Teachers, money has been allocated for teachers that are unqualified to take the necessary courses needed to obtain certification
- Funds will also be used to purchase resource materials to increase the effectiveness of teachers that are not highly qualified
- Instructional supervisors will meet with teachers to ensure that they are offering students the highest quality of instruction available with respect to Respective subject areas

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Administrator will be allocating more time with respect to informally observing teachers and meeting with them to discuss feedback.
- Administrator will also allocate more time to write and discuss informal observations with teachers throughout the year
- Informal observations will also become an integral component of the tenuring process for new teachers

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	134	112	13	9	5	5	2	0
<b>7</b>	124	123	15	10	5	5	1	0
<b>8</b>	107	111	15	13	5	5	2	0
<b>9</b>								
<b>10</b>								
<b>11</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> <li>• Wilson program provided to small group 4 days per week</li> <li>• Small class size for 6<sup>th</sup> and 7<sup>th</sup> grade classes for 4 classes</li> <li>• 37.5 AIS instruction three days per week in small group</li> <li>• Afterschool Reading program two days per week for a total of 4 hours</li> <li>• ELA split class to greatly lower class size for two sixth grade classes</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Small class size for 6<sup>th</sup> and 7<sup>th</sup> grade classes for 4 classes</li> <li>• After school math program two days per week for a total of 4 hours</li> <li>• 37.5 AIS instruction three days per week in small group</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Small group tutoring during 37.5 program three times per week</li> <li>• One on one tutoring during 37.5 program three times per week</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Small group tutoring during 37.5 program three times per week</li> <li>• One on one tutoring during 37.5 program three times per week</li> </ul>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> <li>• At risk service focusing on students in temporary housing one time per two weeks</li> </ul>
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> <li>• At risk service for students in temporary housing one time per two weeks</li> </ul>
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> <li>• At risk service for students in temporary housing one time per two weeks</li> </ul>

<b>At-risk Health-related Services</b>	<b>N/A</b>
--	------------

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_\_\_14k318\_\_\_\_\_ **School Name:** Eugenio Maria de Hostos

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

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

**Category:**     Basic             Focused             Comprehensive

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

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

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

The challenges posed by a school being identified due to the performance of the Students With Disabilities subgroup is a daunting one. Due to changes in the subgroup accountability regulations, students who are classified as having a learning disability are held to nearly the same AMO as students who are not disabled. We believe this is inherently unfair to the school as a whole and our community. The main reason the school was identified was a change in the regulations that has caused hundreds and hundreds of school to be identified as SINI. Our educational program for our SWD has not altered significantly over the past year, the main thing that changed were the unrealistic regulations which has caused the federal government to begin offering waivers to states that are witnessing the unfair implications of NCLB. With that said, the school is completely committed to improving the academic performance of our SWD. We were committed before our SINI status and remain so despite this unfair label.

Our ELL subgroup also failed to make AYP. Similarly, ELL students struggle to perform on state ELA exams. While our performance on the NYSESLAT is excellent our students struggled on the ELA exam.

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

Our school will expand our afterschool programs to intensify our support for BOTH subgroups. We also have introduced the LEXIA computer program to support our SWD in their ELA classes. Additionally, we programmed additional periods of math and ELA for our SWD. For our ELL students, we have radically decreased class sizes for this sub-group. This will lead to more intensive level of teacher intervention with individual students. We are also introducing an increased technology component to our students.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10% set aside for professional development will be used to:

- Support an assistant principal who will devote a significant portion of her time to improving the academic performance of our sited sub-groups. The assistant principal will provide professional development in the areas of improvement in literacy. In particular, she will supervise both the Wilson program and LEXIA reading program for our SWD
- Support four part time literacy and math coaches. Each coach will work with the teachers in each grade by modeling lessons, developing challenging curriculum and working on integrating the Common Core Standards.

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

Our new teachers are intensively mentored by

- Mentoring by weekly meetings with assistant principals
- Buddy system with inter-visitations
- For teachers who struggle with behavior management an additional support group will be provided.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

All letters will be sent home in the home language of parents where feasible. Our parent coordinator will also be trained in answering questions and utilizing the translation resources available to aid parents' education about our SINI status. Additionally, letters will be sent home electronically and posted on the school website.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Corinne, Rello An/Lucile Lewis</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>318</b>
School Name <b>Eugenio Maria de Hostos I.S. 318</b>			

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

Principal <b>Fortunato Rubino</b>	Assistant Principal <b>John Galvin</b>
Coach <b>Alma Ortiz</b>	Coach <b>type here</b>
ESL Teacher <b>Erika Tepler, Alma Ortiz,</b>	Guidance Counselor <b>E. Leavy</b>
Teacher/Subject Area <b>Amy Vericella (Sped/ELL)</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ana Berroa</b>
Related Service Provider <b>John Nagler</b>	Other <b>type here</b>
Network Leader <b>Lucile Lewis</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>1649</b>	Total Number of ELLs	<b>88</b>	ELLs as share of total student population (%)	<b>5.34%</b>
------------------------------------	-------------	----------------------	-----------	---	--------------

## 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. 

1. For purposes of ELL identification, the HLIS is administered to all new admits by the pupil accounting secretary (Sharon Nunziata, English only), assisted by ESL teachers (Erika Tepler or Alma Ortiz, both fluent Spanish speakers). After an ESL teacher examines the HLIS, they will conduct an informal interview with the family. The teacher, often Erika Tepler, will begin by asking complex questions of the parents about the child's former education and then ask the student questions starting from the most complex to the most basic. When LAB-R eligibility is determined by an ESL teacher based on HLIS responses and a family interview, the LAB-R is administered by Erika Tepler within 10 days of a student's first date of attendance.

ELLs are annually administered the NYSESLAT by the team of ESL teachers with the assistance of the school's testing coordinator. Mr. Murnieks, the testing coordinator, orders all materials. Erika Tepler organizes the materials once they are received and then distributes them to teachers who will administer to the test. Miss Tepler conducts a PD for all teachers who will administer any portion of the NYSESLAT to ensure that all four components are administered according to proper standards. NYSESLAT eligibility is determined through the RLAT and RLER ATS reports. Informal determination is done through ARIS.

Erika Tepler, a certified ESL pedagogue, makes sure that all teachers who are administering the listening portion of the test have the adequate equipment in their classroom. Miss Tepler, Miss Amy Vericella, Ms. Alma Ortiz and Ms. S. Burgardt (certified Special Education pedagogue) conduct the speaking portion.

There have been no new Spanish speaking admits for the past 2 years. If one were to come, Erika Tepler or Alma Ortiz would administer the Spanish LAB within 10 days of their first date of attendance.

2. If a student arrives with their family with obvious Limited English Proficiency, the certified ESL teacher, Erika Tepler, will immediately provide the family with the pertinent information from the EPIC kit (including the parent choice brochures and video). If it is not immediately clear, the ESL teacher will determine program eligibility by hand scoring the LAB-R. The teacher will then send home a placement and eligibility letter, a program selection brochure and an invitation to come to the school to view the EPIC video. The parent coordinator reaches out to parents who do not respond. Once parents have read the brochure and viewed the EPIC video, they are provided with or sent the program selection form by mail or through their child to be returned to the school. Students are expected to return the forms within 5 days to Erika Tepler in room 123. Entitlement, non-entitlement and continued entitlement data is kept in the same binder. Miss Tepler keeps these letters in an ELL data binder in her classroom.

Marlyn Munet, a certified Bilingual and Special Education pedagogue, connects with the parents of her students frequently about their decision and for TBE and their IEP.

Should there be enough interest for other TBE/DL programs, Erika Tepler will gather all parent choice information and send translated notification to the parents who have previously chosen that option for their children.

3./4. If the deadlines are not met and the appropriate forms are not returned, the teacher will call home using an interpreter. Letters for parents/guardians are either sent home in the mail or given to students to deliver to their parent/guardian by Erika Tepler or Alma Ortiz. This is also done for the continued entitlement letter. This year, the continued entitlement letter also included the official NYSESLAT reports. The IS 318 learning community strongly believes in building close school to home relationships. Teachers, while being aware of and respecting the cultural attitudes of ELL parents/guardians towards education and the role of parents/guardians in the students'

home countries, strive for creating a welcoming and nurturing learning environment. Diversity both within and outside the ESL and bilingual classrooms is celebrated and promoted. Students are encouraged to retain and build upon their native language oral and literacy skills as research increasingly indicates a positive relationship between native language proficiency and second language acquisition. Parents/guardians are provided with translated information from EPIC to complete a Program Selection Form that is promptly reviewed by the teacher. The lead ESL teacher, Erika Tepler, and parent coordinator, Ana Berroa, can speak Spanish to communicate with Spanish speaking parents, Jasmine Flores, the Chinese foreign language teacher, is often called upon to speak to Chinese speaking parents, and a variety of teachers in the building are used to speak to Polish speaking parents including Maria Torres and Agnes Holstein. Our Tibetan, French, Bengali and Arabic speaking parents are happy to speak in English.

5./6. Parents overwhelmingly opt for ESL services, but are made aware through meetings with ESL teachers and administrators of their program options within and beyond the district. Some parents have opted for Chinese TBE but not enough to create a classroom. One parent made this choice in 2010. Yet, when made aware that their child would have to transfer to a new school to receive Chinese TBE services, the parents have always changed their program selection choice to a program our school offers. A parents/guardians of 12 Special Education students have opted for Transitional Bilingual Education. Those students are in a self-contained TBE 12:1:1 setting. All ofther new students' parents have opted for ESL.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	20
Special Education	36		

Number of ELLs by Subgroups					
SIFE	11	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	41

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE					1	3			4	0
Dual Language										0
ESL	20	4		27	6	3	41		10	88
Total	20	4	0	27	7	6	41	0	14	88

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							3		4					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	3	0	4	0	0	0	0	7

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

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							16	13	4					33
Chinese							1	3	3					7
Russian														0
Bengali							1		1					2
Urdu														0
Arabic							1							1
Haitian														0
French							2							2
Korean														0
Punjabi														0
Polish							4							4
Albanian														0

## 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
Other							3							3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>52</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Pursuant to CR Part 154 mandates, parental/guardian choice, NYSESLAT data results and student assessment/progress during the school year the resulting implication for instruction is as follows. Beginners and intermediate ELLs serviced only through the ESL program will receive 360 minutes of ESL, while advanced ELLs will receive 180 minutes of instruction. Some classes are delivered in blocks, with student groups being pulled from non-academic classes. All 6<sup>th</sup> grade ELLs, regardless of NYSESLAT scores, who are not in restrictive environments receive 9 periods a week of ELA/ESL with a certified ESL pedagogue. Their official classes are split during these periods to provide them with more individualized attention. One period a week the entire official class receives ELA from a certified ELA (not ESL pedagogue). The 6<sup>th</sup> grade classes, though heterogeneous, are generally divided into an Advanced group and a Beginner/Intermediate group. Newcomers are given targeted instruction in the early morning program that occurs for the first 37.5 minutes of our official school day and our encouraged to attend a twice a week after school program in preparation for the Spring ELA exam. 7<sup>th</sup> grade ELL-SWDs who are not in restricted environments receive targeted early morning instruction from a certified ESL pedagogue. SWDs who take alternate assessments are placed in a class with Amy Vericella, a dual-certified Sped. ESL teacher. Chinese speaking ELLs receive ESL instruction from a Chinese FLA certified pedagogue during early morning tutoring (which is part of the regular school day). ELA instruction for 7<sup>th</sup> and 8<sup>th</sup> grade ELLs is in official classes, with students receiving 10 periods per week. General education classes are grouped homogeneously according to test scores and teacher recommendation, thus, most Beginners and Intermediates are clustered, allowing an ESL teacher to push in to content classes in order to comply with the mandated minutes. In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in Spanish, Polish, French and Chinese are available. A rich text environment complete with

## A. Programming and Scheduling Information

changing word walls, vocabulary charts and comprehension strategy charts with teaching points that follow the ELA balanced literacy units of study, and student work all promote accountable teaching and learning. ACCESS "Newcomers" texts are used to prepare students for success in their content area classes. Leveled "Best Practices in Reading" workbooks are provided to individualize instruction based on reading level and develop literacy skills through the use of comprehension strategies and high order thinking activities. The ESL teacher uses Scott Foresman's "ESL" to reinforce ELA instruction with leveled reading and rich background information. The teachers use a variety of leveled graphic organizers published by Scholastic. All teacher made materials (unit plans, lesson plans, readings and assignments) are within the framework of Content Based Instruction. Finally, constant articulation with content area teachers through collaborative planning and ongoing assessment through ACCESS and Options Publishing's "Best Practices in Reading" text and portfolio assignments will assist in advancing students from one level to the next.

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

In the 6<sup>th</sup> grade ELA/ESL classroom, the ESL teacher provides time to discuss and enrich learning in other classes. For example, the teacher has gathered supplemental material for the science teacher's unit on the Origins of earth and used interactive movement to reinforce the children's content acquisition. The language for content areas is supported using vocabulary lists and Uptown Education. Each week, the ESL teacher selects 5-10 words from both Averil Coxhead High Frequency Academic Word list and important words from the weekly texts. These words are posted as on Uptown Education where the students can log in and practice spelling, definitions and usage. Uptown Education also has supplemental lessons through the content areas. All ELLs have been purchased access to this website.

Instruction is differentiated through a variety of methods. Students are provided with pre, during, and post reading activities that appeal to a variety of learning styles and intelligences. For example, in the ESL pull-out and the ESL/ELA classroom, the teacher is equipped with MP3 players that are used during reading. The teacher records the reading and the students listen and read at the same time. This is particularly helpful for students with special needs that may have processing issues as well as newcomers who may need assistance with phonemic awareness. Struggling readers are also given the opportunity to use the Lexia reading program which is closely monitored and supported by the teacher. The teacher regularly uses a Smartboard and content provided on the SmartExchange website. Employing the SmartBoard, the teacher uses BrainPop to deliver and practice multimedia instruction. Newcomers are also given texts that supplement their content area classes and develop the language necessary for their exams. They are also given workbooks at their reading level to develop literacy. Newcomers are placed in a special after school ELA program in light of the recent legislation mandating that they take the ELA exam after one year. These students also receive direct instruction in test taking skills if necessary using Kaplan prep books. ELLs with 4-6 years of service and long term ELLs focus on reading and writing. Using high interest texts and varied writing assignments, they should make a 1.5-2 year literacy gain. SIFE are encouraged to attend after school enrichment programs and are always programmed into early morning schedules. ELLs that also have special needs are given small group time with the ESL teacher during the 37.5 minute early morning program. ELLs with special needs continue to receive their mandated services. The ESL, AIS, Speech and other mandated service providers collaborate to meet the goals specified in each student's IEP. For example, the ESL teacher will provide students with time on Lexia Reading in collaboration with the AIS services for phonemic awareness.

Parents are also invited into the process of differentiation. Teachers regularly communicate with parents through the Jupiter Grades program to provide extra feedback and suggestions for literacy improvement. For example, the ESL teacher communicated with the parents of a long-term ELL and gave their family access to Lexia Reading and Uptown Education for at home use.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

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

#### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

## B. Programming and Scheduling Information--Continued

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

To ensure that our ELLs meet and exceed standards we have instituted a number of additional targeted interventions for both students, parents and teachers of ELLs. All students at IS 318 have the opportunity to participate in a wide range of extracurricular activities from chess, botany, band, ceramics, guitar, dance, and sports to digital film. The programs letter home is translated into Spanish and the ESL teacher makes sure all students understand what is offered using leveled language and sometimes Google Translate. Specific programs for ELLs include a place for homework help and time in the computer lab with a certified ESL teacher. Afterschool homework sessions often are used as periods of instruction to review content are material that is below and far below current grade level standards and goals. SIFE and 6<sup>th</sup> grade students are also eligible to participate in an after school preparatory that concentrates on math and ELA enrichment.

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

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

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

Current language electives include Spanish Native Language Arts and Spanish for non-native speakers. There is also a Chinese for non-native speakers in the 8th grade curriculum. This is soon to be discontinued as the teacher will be on maternity leave.

The school is currently using technology to enhance the instruction of all students and ELLs in particular. All ELLs have been purchased at home and at school access to Lexia Reading Program and Uptown Education. Teachers of ELLs often use BrainPOP to enhance lessons through interactive quizzes, games and animated movies with closed captioning. As mentioned before, the ESL/ELA teacher uses prerecorded media on MP3 players for struggling readers or children with auditory processing challenges.

## B. Programming and Scheduling Information--Continued

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

To ensure that our ELLs meet and exceed standards we have instituted a number of additional targeted interventions for both students, parents and teachers of ELLs. All students at IS 318 have the opportunity to participate in a wide range of extracurricular activities from chess, botany, band, ceramics, guitar, dance, and sports to digital film. The programs letter home is translated into Spanish and the ESL teacher makes sure all students understand what is offered using leveled language and sometimes Google Translate. Specific programs for ELLs include a place for homework help and time in the computer lab with a certified ESL teacher. Afterschool homework sessions often are used as periods of instruction to review content area material that is below and far below current grade level standards and goals. SIFE and 6<sup>th</sup> grade students are also eligible to participate in an after school preparatory that concentrates on math and ELA enrichment.

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

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

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

Current language electives include Spanish Native Language Arts and Spanish for non-native speakers. There is also a Chinese for non-native speakers in the 8th grade curriculum. This is soon to be discontinued as the teacher will be on maternity leave.

The school is currently using technology to enhance the instruction of all students and ELLs in particular. All ELLs have been purchased at home and at school access to Lexia Reading Program and Uptown Education. Teachers of ELLs often use BrainPOP to enhance lessons through interactive quizzes, games and animated movies with closed captioning. As mentioned before, the ESL/ELA teacher uses prerecorded media on MP3 players for struggling readers or children with auditory processing challenges.

## B. Programming and Scheduling Information--Continued

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

To ensure that our ELLs meet and exceed standards we have instituted a number of additional targeted interventions for both students, parents and teachers of ELLs. All students at IS 318 have the opportunity to participate in a wide range of extracurricular activities from chess, botany, band, ceramics, guitar, dance, and sports to digital film. The programs letter home is translated into Spanish and the ESL teacher makes sure all students understand what is offered using leveled language and sometimes Google Translate. Specific programs for ELLs include a place for homework help and time in the computer lab with a certified ESL teacher. Afterschool homework sessions often are used as periods of instruction to review content area material that is below and far below current grade level standards and goals. SIFE and 6<sup>th</sup> grade students are also eligible to participate in an after school preparatory that concentrates on math and ELA enrichment.

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

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

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

Current language electives include Spanish Native Language Arts and Spanish for non-native speakers. There is also a Chinese for non-native speakers in the 8th grade curriculum. This is soon to be discontinued as the teacher will be on maternity leave.

The school is currently using technology to enhance the instruction of all students and ELLs in particular. All ELLs have been purchased at home and at school access to Lexia Reading Program and Uptown Education. Teachers of ELLs often use BrainPOP to enhance lessons through interactive quizzes, games and animated movies with closed captioning. As mentioned before, the ESL/ELA teacher uses prerecorded media on MP3 players for struggling readers or children with auditory processing challenges.

also be used to send emails. The parents and teachers can choose to receive and send email alerts for missing assignments or behavioral issues. Parents can use this system on their computer at home or on their smart phone device. Teachers can also choose to have their

## E. Parental Involvement

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

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

IS 318 has recently implemented Jupiter Grades. This system gives parents and children online access to their teacher's gradebooks and can also be used to send emails. The parents and teachers can choose to receive and send email alerts for missing assignments or behavioral issues. Parents can use this system on their computer at home or on their smart phone device. Teachers can also choose to have their messages translated into Spanish.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

IS 318 recognizes its commitment to maintaining high standards of professional development, collaborative planning and securing certified and exceptional instructional staff. All first year teachers at IS 318 receive 10 hours of professional development in ESL methodology during which teachers read and discuss articles related to best practices in the content area instruction of ELLs. The ESL teacher and ELA department work closely to insure that ELLs are exposed to the balanced literacy format and are adequately prepared for the ELA exam. Regular ELA and math teachers often lead ELLs in the SES sponsored after school reading and math enrichment programs. The certified ESL teachers are given ample time to consult with content area instructors on how they can best meet the needs of the 6th graders who enter and 8th graders who need extra help to prepare for high school. On the first day of the school year for teachers, there is plethora professional development led by Erika Tepler and Alma Ortiz concerning differentiation for ELLs. November 11<sup>th</sup>, election day, provides Erika Tepler with time to provide PD to each grade team concerning how to make content instruction accessible for ELLs. October 21<sup>st</sup>, all teachers of ELLs received a PD on the use of Uptown Education to develop literacy and content acquisition. Every Thursday, inquiry groups of teachers of ELLs meet to discuss pedagogy. During 6<sup>th</sup> grade meetings, the ESL teacher, Erika Tepler, provides feedback and guidance in scaffolding methodology. Assistant Principals regularly engage in these meetings. The pupil accounting secretary, Sharon Nunziata, often meets with Erika Tepler to discuss new admit procedures and the use of ATS for placement and identification. Finally, the ESL and Bilingual teachers are fully certified in the respective area and are eligible to participate in continuous professional development at the region and city levels.

When Erika Tepler meets with her colleagues, she records it in a Professional Development through Collaboration log in Google Documents. She includes, the date, the people meeting, the subject and notes.

## D. Professional Development and Support for School Staff

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

IS 318 recognizes its commitment to maintaining high standards of professional development, collaborative planning and securing certified and exceptional instructional staff. All first year teachers at IS 318 receive 10 hours of professional development in ESL methodology during which teachers read and discuss articles related to best practices in the content area instruction of ELLs. The ESL teacher and ELA department work closely to insure that ELLs are exposed to the balanced literacy format and are adequately prepared for the ELA exam. Regular ELA and math teachers often lead ELLs in the SES sponsored after school reading and math enrichment programs. The certified ESL teachers are given ample time to consult with content area instructors on how they can best meet the needs of the 6th graders who enter and 8th graders who need extra help to prepare for high school. On the first day of the school year for teachers, there is plethora professional development led by Erika Tepler and Alma Ortiz concerning differentiation for ELLs. November 11<sup>th</sup>, election day, provides Erika Tepler with time to provide PD to each grade team concerning how to make content instruction accessible for ELLs. October 21<sup>st</sup>, all teachers of ELLs received a PD on the use of Uptown Education to develop literacy and content acquisition. Every Thursday, inquiry groups of teachers of ELLs meet to discuss pedagogy. During 6<sup>th</sup> grade meetings, the ESL teacher, Erika Tepler, provides feedback and guidance in scaffolding methodology. Assistant Principals regularly engage in these meetings. The pupil accounting secretary, Sharon Nunziata, often meets with Erika Tepler to discuss new admit procedures and the use of ATS for placement and identification. Finally, the ESL and Bilingual teachers are fully certified in the respective area and are eligible to participate in continuous professional development at the region and city levels.

When Erika Tepler meets with her colleagues, she records it in a Professional Development through Collaboration log in Google Documents. She includes, the date, the people meeting, the subject and notes.

## E. Parental Involvement

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

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

IS 318 has recently implemented Jupiter Grades. This system gives parents and children online access to their teacher's gradebooks and can also be used to send emails. The parents and teachers can choose to receive and send email alerts for missing assignments or behavioral issues. Parents can use this system on their computer at home or on their smart phone device. Teachers can also choose to have their messages translated into Spanish.

# 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)							4	5	8					17
Intermediate(I)							15	9	12					36
Advanced (A)							19	12	4					35
Total	0	0	0	0	0	0	38	26	24	0	0	0	0	88

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4					0
5					0

**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.

\*Some ELLs have not been accounted for in the data because there is no data in ARIS or they were exempt from the testing.

\*\* The RLAT does not break the modalities down by B, I, A, P. It is only broken down by score.

1. IS 318 uses predictive ELA exams to look at our students literacy skills in conjunction with the data coming from teachers based on in-class testing. This data generally shows that our ELLs have significantly lower literacy than their EP peers. With this knowledge, the staff provides extra literacy instruction to those in need through extra periods of ELA, smaller classes, and direct ELA instruction. 318 also uses the RAS test which provides plethora data concerning students levels in various skills such as making inferences, finding information and making connections. Reports are generated for each class and each student. The teacher can look at a report and learn exactly what skills a

### 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.

\*Some ELLs have not been accounted for in the data because there is no data in ARIS or they were exempt from the testing

\*\* The RLAT does not break the modalities down by B, I, A, P. It is only broken down by score.

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	6		14	1	10	1	1	1	34
7	4		12		3	2		1	22
8	11		5		2	2		1	21
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	14		19		28		2		63
8									0
NYSAA Bilingual Spe Ed							1		1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

\*Some ELLs have not been accounted for in the data because there is no data in ARIS or they were exempt from the testing.

\*\* The RLAT does not break the modalities down by B, I, A, P. It is only broken down by score.

1. IS 318 uses predictive ELA exams to look at our students literacy skills in conjunction with the data coming from teachers based on in-class testing. This data generally shows that our ELLs have significantly lower literacy than their EP peers. With this knowledge, the staff provides extra literacy instruction to those in need through extra periods of ELA, smaller classes, and direct ELA instruction. 318 also uses the RAS test which provides plethora data concerning students levels in various skills such as making inferences, finding information and making connections. Reports are generated for each class and each student. The teacher can look at a report and learn exactly what skills a child needs to develop based on the questions they got wrong.

2. It is apparent that students' grade level does not correspond with their proficiency level. Rather, it is years of service that seem to be the determining facts. Long term ELLs have high scores while newcomers certainly have lower scores. Across all levels students struggle with making inferences and drawing conclusions. This is higher order thinking which their EP peers also struggle with. Necomers and Intermediates also struggle with grammar and vocabulary. Long term ELLs generally struggle specifically on tasks that require higher order thinking. This is probably due to their learning dissabilities or the fossilization of bad habits in their English development.

3. Students consistently have lower scores in reading and writing than in speaking and listening. Most students lowest score is in writing, a productive skill considered much more difficult by the ESOL community than reading, a receptive skill. This drives instruction in CALP

## 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.

\*Some ELLs have not been accounted for in the data because there is no data in ARIS or they were exempt from the testing

\*\* The RLAT does not break the modalities down by B, I, A, P. It is only broken down by score.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 14K318      **School Name:** Eugenio Maria DeHostos

**Cluster:** 1      **Network:** 111

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

Following Spanish, rounding out the top seven home languages in order of highest to lowest incidence are Polish, Mandarin, Cantonese, Arabic, Tagalog, Tibetan and Bengali. Of the seven aforementioned languages, members of the Polish speaking community, who largely originate from the Greenpoint neighborhood, are among our school's fastest growing population. Given the geographic concentration of the Polish community in District 14, the NYC Department of Education has only recently begun to translate official city-wide documents into Polish. Currently, we have only two staff members, who are proficient in both written and spoken Polish. Thus, a clear goal for the 2010-2011 school year is, in coordination with the parent coordinator, to develop a reliable list of parent volunteers, who would be willing to provide oral translations for families during parent/teacher conferences. Secondly, we must generate a group of volunteers, who have strong literacy skills in their L1 of Polish and English and would be willing to translate critical in school documents into Polish. Another language minority that the school must address are Mandarin and Cantonese speaking families. While city-wide documents are available in traditional script, our school currently employs only no fluent English Mandarin speaker. Thus, a parent volunteer list for oral translation services is also needed for the Chinese population. Within the Chinese population, Mandarin, Cantonese and Fu Jing inclusive, many students have older siblings, who currently attend universities in the greater NYC area and who are proficient in both written and oral translations; thus, extended familial connections may prove critical in creating a strong translation resource base. Finally, given that the number of dialects of Arabic differ significantly based on geographic location from North African countries to Pakistan, competent oral translation services have proved difficult and therefore, our school will need to contact outside vendors.

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

## **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will request copies of any mandated letters and documents from the department of education in all eight of the department's identified highest incident home languages. To provide parents/guardians with information in a timely manner, during the first weeks of the new school year identified staff members and the parent coordinator will meet to determine what documents from the previous year can serve as templates for the current school year. (A critical document in need of translation is the letter that informs parents/guardians of the after school service providers across the city such as Supreme Evaluation). After the initial meeting the group will expand to include verified parent volunteers. A highlighted project for the 2010-2011 school year, that will begin during the summer of 2010, is a translation of the critical academic and conduct comments for report cards into the school's highest incident home languages. Many parents/guardians have questions

and show confusion during parent/teacher evenings as to the meaning of the comments. Additionally, for more efficient and regular communication, the translation team aims to generate a general list of comments both positive and negative in nature that teachers can send home or write in planners to parents. Finally, academic alerts will be translated into Polish and Simple Script for readers of Chinese. The school will use the resources and knowledge of staff first, followed by parental volunteers. However, for Arabic translations outside vendors will be needed.

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

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

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

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

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Eugenio Maria de Hostos IS 318	DBN:
Cluster Leader: Corinne Rello An	Network Leader: Lucile Lewis
This school is (check one):	
<input checked="" type="radio"/> *conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 28
Grades to be served by this program (check all that apply):
<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Each ELL has unique needs depending on their native language proficiency, cultural background, motivation, affective filter, interests and learning profile. Through supplemental activities and differentiation, we can attempt to both raise student test scores and improve students academic skills throughout the content areas. Therefore, we have created an after school program that meets twice a week. Every Tuesday and Thursday from 2:45-4:45 two groups of 10-15 students meet with Erika Tepler, a certified ESL teacher, for 60 minutes. The program will begin on December 1 and conclude at the end of the school year in late June. While one group is with Ms. Tepler, the other is receiving math intervention with Ms. Gomez, a certified math teacher. All 6th grade ELLs are expected to attend.

During this time, Ms. Tepler assists students in their English acquisition based on their individual needs. Some students, who struggle with basic phonemic awareness, are given time to work with the Lexia Reading program. Other students, who have trouble completing their homework, particularly the beginner and intermediate students, receive tutoring and are given time to work in groups with teacher guidance. In this time, laptops are available to all students. In addition to the Lexia program, students may be directed to work on Uptown Education, where Miss Tepler has posted vocabulary lists relevant to her ELA class as well as the 6th grade ELA curriculum map. The Rosetta Stone, Levels I and II are also available. Miss Tepler also makes use of BrainPOP and BrainPOP ESL through interactive activities involving the Smartboard in her classroom. Miss Tepler regularly meets with the students' teachers to determine what skills the students need to develop.

Ms. Tepler will also use National Geographic Theme Sets to supplement students' learning in science and social studies.

In the Spring, the program will also involve test preparation materials from Kaplan and Teacher Created Resources for the ELA and NYSESLAT exams.

### Part C: Professional Development

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

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

Begin description here: .S. 318 remains committed to maintaining ongoing learning opportunities for staff based through meaningful and thoughtfully constructed job-embedded professional development experiences. Professional learning is integrated into teachers daily experiences. For example, Alma Ortiz,

### **Part C: Professional Development**

a veteran professional, continues to give mentor support to Erika Tepler, a 5th year teacher. They meet at least once a week (always Mondays, period 4) to discuss teaching methodology and review Miss Tepler's lesson plans. Ms. Ortiz often conducts informal observations of Miss Tepler's class and provides constructive feedback during mentoring sessions. In addition, Assitant Principals Martha Misseri and John Galvin meet regularly with Miss Tepler to discuss Title III programming and often do informal observations of her classroom to provide constructive feedback. Before beginning the Title III program, Assitant Principal Leander Windley met with Miss Tepler Thursday afternoons to design the program. Ms. Misseri consistently conducts professional development on using data to drive instruction, focusing on ELLs, SWDs and other students with high needs on Thursday mornings, after inquiry meetings and on one Friday morning each month for 45 minutes.

Additionally, the 6th grade Inquiry team, which meets every Thursday morning, comprised of all content area teachers and the ESL teacher (Maria Torres, Maryanne Discalo, Elizabeth Vindigni, Ellen Klein and Erika Tepler) will be focused on improving the understanding of ELL Instructional practices that will lead to improved student performance in the classroom. The team has chosen 5 ELL students to focus on and is continually revising their goals and creating actions plans for their academic and social-emotional development accordingly.

Topics discussed in this inquiry group include: How to understand the results of NYESLAT and LAB tests for the classroom teacher, Focusing on the ELL student in the Science and Social Studies Classroom, Teaching Writing Techniques to the ELL student and Utilizing Manipulatives in the Math Classroom for the ELL population. Our goal is to offer one professional development session per month, beginning in September.

We plan on using the Inquiry Spaces on ARIS to connect with similar schools that are working on improving the performance of ELL students. We will rely on data from ARIS, ATS and NYSED NYSESLAT results.

In March, Miss Tepler plans to attend TESOL International's annual conference in Philadelphia.

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

### **Part D: Parental Engagement Activities**

**Part D: Parental Engagement Activities**

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

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

Begin description here: Student success is clearly influenced by parent involvement. When parents are informed about their child's education and needs, they are better able to support them at home. With this in mind, IS 318 has taken various steps to include the parents of ELLs in their children's education.

IS 318 began to use the Jupiter Grades program to record student progress and allow both students and teachers online access to their grade information. At the first PTA meeting, parents were introduced to this program and provided with basic training. While all teachers engage in online grading, Miss Tepler makes use of this program to provide regular updates for parents about the work their children must complete. Miss Tepler also, due to the size of her classes, is able to discuss student progress with individual parents on a regular basis.

IS 318 has also begun to use the Lexia Reading program and Uptown Education. Miss Tepler has met with parents and trained them on how to use this program at home. After the school receives the fall acuity results, Miss Tepler will hold an afternoon training session to inform parents about Lexia as well as Uptown Education.

When Miss Tepler communicates with parents she makes sure to consult ARIS to determine the home language. Miss Tepler, a fluent Spanish speaker, communicates to parents in Spanish if they are Spanish-only speakers. Miss Tepler calls upon Agnes Holstein, a Polish speaker to reach out to Polish parents. When letters must be sent home via mail or Jupiter Grades, Miss Tepler uses Google Translate to make the information accessible to all parents.

Finally, Title III funds are used to purchase dictionaries and workbooks for parent's at home use and to supplement a new ESL night class for parents on Tuesdays and Thursdays from 6:30-8:30. Our parent classes begin in December and conclude in late June. They have continuous enrollment as parents become interested throughout the year.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

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