



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE SCHOOL OF MATHEMATICS SCIENCE AND TECHNOLOGY THROUGH THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12x318

PRINCIPAL: MARIA LOPEZ

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SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Maria Lopez	*Principal or Designee	
Ann Marie Scopino	*UFT Chapter Leader or Designee	
Desiree Vega	*PA/PTA President or Designated Co-President	
Allison Menifield	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Asia Edwards	Member/ Parent	
Zoila Ortega	Member/ Parent	
Eddy Fulgencio	Member/ Parent	
Sinfioriano Ortega	Member/ Parent	
Melissa Dellipaoli	Member/ CSA	
Josefina Rodriguez	Member/ UFT	
Irene Rodriguez	Member/ UFT	
Lisette Rodriguez	Member/ UFT	
Frank Valverde	Parent Coordinator	

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

By June 2012, IS 318 will decrease the number of students in Level 1 and Level 2 by 10% respectively in English Language Arts as measured by the New York State Exam in English Language Arts. This will be possible by engaging all students in a literacy task embedded in a rigorous curriculum unit aligned to the Common Core.

Comprehensive needs assessment

- *As per the 2011 New York State Education Department report, we did not meet the Annual Year Progress (AYP) in any of the sub-group for Language Arts. Our school went from C in the school year 2009-2010 to B in the school year 2010-2011. We are a Title one school with an NCLB status of Needs of Improvement (year 1 for Math and Language Arts. As per School Report Card, we have been identified for ELA and Mathematics. The school did not meet the AYP in Language Arts for all the students groups, SWD, African American, Hispanic, LEP, Special Education and Economic Disadvantage students.*

Instructional strategies/activities

- Align our ELA curriculum map to the Common Core State Standards (Funding from Title I SWP)
- Utilize Assessment Data Analysis (ADA) Form to modify instruction based on individual student and group needs
- Schedule common planning time and professional development to enable ELA staff to conduct data analysis to identify skills areas of ELA weaknesses of Levels 1 and 2 students
- Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by ELA teachers (i.e. Small group tutoring, Conferencing, etc.)
- Provide Professional Development to support the implementation of academically rigorous differentiated instruction in ELA classes (Funding for ELA Coach from Title I SWP & Contract for Excellence)
- Reduce class size for students with Levels 1 and 2 ELA skills
- Select and purchase appropriate instructional materials that are aligned to the common core standards to address student needs identified by data analysis (Funding from NYSTL, Tax Levy, Fair Student Funding-general holding)
- Require ELA teachers to develop, implement, and document progress on intervention plans for students at Levels 1 and 2
- Provide access to technology-based intervention programs to Levels 1 and 2 students during and after the school day, including Acuity and Scantron (Performance Series) item bank practice materials (Funding from NYSTL Software; (Funding for Per Session from Fair Student Funding) predictive, instructionally targeted assessments, mid-term examinations, and other ELA assessment strategies, and the completion, presentation, and exhibition of exit projects in Science, Social Studies, Technology, Art, or Music, which require application of student literacy skills
- Utilization of the College Board program school wide (Funding from Fair Student Funding)
- Programs will be implemented from September 2011 to June 2012

Strategies to increase parental involvement

- In order to increase parent involvement we have the following programs and activities:
 - Connected Learning School where every sixth grade student and parents receive a desktop computer with 52 softwares to connect the school instruction and home.
 - Phone-Master
 - Comp2Kids-free desktop computer for 7th and 8th grade students and parents to connect school and home
 - Monthly Progress Report- hard copy, email and text (Skedula)
- Report Cards to parents via hard copy, email and text messages
- Weekly Calendar
- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

- We have in place a highly trained Hiring Team that is formed by the Principal, Assistant Principals, Math Coach, Language Art Coach, Technology Coordinator and at least two teachers from the subject areas we are interviewing.
- Attended Teachers Hiring Fairs organized by the DOE
- Teacher Finder Website
- News Paper advertisement
- Interns from Colleges

Service and program coordination

- Full time Language Arts Coach to support all the teachers
- After School Program for level 1 and 2 students
- Academic Intervention Program via Circular 6R
- Individualized students assessment and diagnostics utilizing ADA (Assessment Data Analysis)
- Saturday Academy
- Sports and Arts School Foundation (SES) (This program will begin on January 2012)
- The Academic Advantage (SES) (This program will begin on January 2012)
- iPad2 Literature Program after school and during the school day to enhance reading skills
- iLearn Program to individualize students reading ability
- Write to Learn to improve reading and writing
- NBC online program to improve reading

Budget and resources alignment

- We used Fair Student Funds to purchase supplies and software necessary for the phone-Master, and Website
- NYSTL Hardware for computers
- NYSTL Library for Electronic Library
- Title I SWP and Contract for excellence for a full time coach
- Title III LEP for Bilingual teachers to support bilingual students
- Fair Student Funds for regular teachers to support Level 1 and 2 students

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, IS 318 will decrease the number of students in Level 1 and Level 2 by 10% respectively in Mathematics as measured by the New York State Exam in Mathematic This will be possible by engaging all students in a mathematics task embedded in a rigorous curriculum unit aligned to the Common Core .

Comprehensive needs assessment

- *As per the 2011 New York State Education Department report, we did not me the Annual Year Progress (AYP) in Mathematics due to the English Language Learners and the other subgroups made the AYP utilizing the safe harbor .*
- *Our school went from C in the school year 2009-2010 to B in the school year 2010-2011. We are a Title one school with an NCLB status of Needs of Improvement year 1 for Math. As per School Report Card, we have been identified for Mathematics. The school did not meet the AYP in mathematics. The school have been identified for Mathematics for the English Language Learners*

Instructional strategies/activities

- Align our mathematics curriculum map to the Common Core State Standards (Funding from Title I SWP)
- Utilize Assessment Data Analysis (ADA) Form to modify instruction based on individual student and group needs
- Schedule common planning time and professional development to enable mathematics staff to conduct data analysis to identify skills areas of mathematics weaknesses of Levels 1 and 2 students
- Math coach pushing into lower level mathematics classes
- Intervisitation among mathematics teachers
- Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by Mathematics teachers (i.e. Small group tutoring, Conferencing, etc.)
- Provide Professional Development to support the implementation of academically rigorous differentiated instruction in mathematics classes (Funding for Math Coach from Title I SWP)
- Reduce class size for students with Levels 1 and 2 mathematics skills
- Select and purchase appropriate instructional materials that are aligned to the common core standards to address student needs identified by data analysis
- Require mathematics teachers to develop, implement, and document progress on intervention plans for students at Levels 1 and 2

- Provide access to technology-based intervention programs to Levels 1 and 2 students during and after the school day, including Acuity and Scantron (Performance Series) item bank practice materials (Funding from NYSTL Software)
- Continue to require and support the completion of diagnostic, predictive, instructionally targeted assessments, mid-term examinations, and other mathematics assessment strategies

Utilization of supplemental Prentice Hall materials to enhance skills of Level 1 and Level 2 students

- Programs will be implemented from September 2011 to June 2012

Strategies to increase parental involvement

- In order to increase parent involvement we have the following programs and activities
- Connected Learning School where every six grade students and parents receive a desktop computer with 52 softwares to connect the school instruction and home.
- Phone-Master
- Comp2Kids-free desktop computer for 7th and 8th grade students and parents to connect school and home
- Monthly Progress Report- hard copy, email and text (Skedula)
- Report Cards to parents via hard copy, email and text messages
- Weekly Calendar
- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly trained Hiring Team in place. Team formed by the Principal, Assistant Principal, Math Coach, Language Art Coach, Technology Coordinator and at least two teachers from subject areas we are interviewing.
- Attend Teachers Hiring Fairs organized by the DOE
- Teacher Finder Website
- News Paper advertisement
- Interns from Colleges
- Professional Developments three times a week and four times a week for new teachers (PD periods embedded in teachers' program)
- Mentoring Plan is in place (40 periods for first year teachers in addition of the 4 pd periods during the week)
- Numerous Mini-observations (20 per teacher) utilizing Danielson Framework- Datacation
- Formal Observations
- Monthly Walkthrough by the Designing Team (Instructional Cabinet Team, parents and teachers)
- Inter-visitation

Service and program coordination

- Full time Math Coach to support all the teachers
- After School Program for all Bilingual Students as well as all level 1 and 2 students
- Academic Intervention Program via Circular 6R
- Individualized students assessment and diagnostics utilizing ADA (Assessment Data Analysis)
- Saturday Academy
- Sports and Arts School Foundation (SES) (This program will begin on January 2012)
- The Academic Advantage (SES) (This program will begin on January 2012)
- iPad2 Program after school and during the school day to enhance mathematics skills

- iLearn Program to individualize students math level
- iXL online program to improve mathematics skills at school as well as at home
- Aries- Online program to increase mathematics skills
- Compass to enhance math skills
- Integrated Class during the school day

Budget and resources alignment

- We used Fair Student Funds to purchase supplies and software necessary for the phone-Master, and Website
- NYSTL Hardware for computers
- NYSTL Library for Electronic Library
- Title I SWP and Contract for excellence for a full time coach
- Title III LEP for Bilingual teachers to support bilingual students
- Fair Student Funds for regular teachers to support Level 1 and 2 students

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 we will increase our Parent Involvement by 10% as per parents' signature during parent teacher conference, parents meeting and sign in to our Website for report card.

Comprehensive needs assessment

- In the school year 2010-2011 less than 5 percent of the parents attended professional developments and Saturday parent classes.
- Poor attendance during parent teacher conference

Instructional strategies/activities

- Align school instruction with home instruction utilizing iLearn the research based blended instruction(Funding from Fair Student Funding)
- Provide professional development to increase parent knowledge of student's academic requirements and needs
- Informal parent support groups to assist parents with dealing with the needs of their middle school child.
- Professional Development on High School Transition, Adolescent development and CIBER bully
- Saturday ESL program for parents
- Saturday Computer Classes for parents
- Those programs will be implemented from November 2011 to June 2012
- Honor roll night ceremony

Strategies to increase parental involvement

- In order to increase parent involvement we have the following programs and activities
- Connected Learning School where every six grade students and parents receive a desktop computer with 52 soft wares to connect the school instruction and home.
- Phone-Master
- Comp2Kids-free desktop computer for 7th and 8th grade students and parents to connect school and home
- Monthly Progress Report- hard copy, email and text (Skedula)
- Report Cards to parents via hard copy, email and text messages
- Weekly Calendar
- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly trained Hiring Team in place. Team formed by the Principal, Assistant Principal, Math Coach, Language Art Coach, Technology Coordinator and at least two teachers from subject areas we are interviewing.
- Attend Teachers Hiring Fairs organized by the DOE
- Teacher Finder Website
- News Paper advertisement

- Interns from Colleges
- Professional Developments three times a week and four times a week for new teachers (PD periods embedded in teachers' program)
- Mentoring Plan is in place (40 periods for first year teachers in addition of the 4 pd periods during the week)
- Numerous Mini-observations (20 per teacher) utilizing Danielson Framework- Datacation
- Formal Observations
- Monthly Walkthrough by the Designing Team (Instructional Cabinet Team, parents and teachers)
- Inter-visitation

Service and program coordination

- Professional developments for parents will be offered by Parent Coordinators, Administration, Guidance Counselors and Sapis representatives
- Connected Learning will offer Saturday Program for parents in computers and its use
- A lower number of parents registered to receive Progress Report via email and text

Budget and resources alignment

- Fair Students Funds
- OASAS Sub Abuse
- Title IV Drug free

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, I.S.318 will continue having at least 25 students in the 8th grade master/pass the 8th grade Integrated Math Regents with a score of at least a 65 as measured by the Integrated Math Regents Exam.

Comprehensive needs assessment

Only 31% of the student population performed at level 3 and 4 in mathematics. Therefore, integrated algebra will be offered to increase the rigor and the number of students performing at level

Instructional strategies/activities

- Students with Levels 3 and 4 Math proficiency who have met learning targets reflected in an IS 318 Diagnostic Assessment are programmed to participate in the Integrated Algebra classes
- Integrated Algebra teachers use common planning time to analyze diagnostic data and ongoing assessment results to identify strengths and weaknesses of students in Integrated Algebra classes
- Curriculum is aligned with teacher analysis of data to ensure that all students have the foundations to master the 8th grade curriculum and to develop required Integrated Algebra skills
- Students are scheduled for after school interventions 3 times per week, and for Saturday Academy, in order to ensure that learning gaps are closed (Funding from Fair Student Funding)
- Teachers assess ongoing student progress using formative classroom assessments and benchmark marking period and midterm exams
- A mock Regents examination is administered in May to provide practice in test-taking

Strategies to increase parental involvement

- In order to increase parent involvement we have the following programs and activities
- Connected Learning School where every six grade students and parents receive a desktop computer with 52 softwares to connect the school instruction and home.
- Phone-Master
- Comp2Kids-free desktop computer for 7th and 8th grade students and parents to connect school and home
- Monthly Progress Report- hard copy, email and text (Skedula)
- Report Cards to parents via hard copy, email and text messages
- Weekly Calendar
- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly trained Hiring Team in place. Team formed by the Principal, Assistant Principal, Math Coach, Language Art Coach, Technology Coordinator and at least two teachers from subject areas we are interviewing.
- Attend Teachers Hiring Fairs organized by the DOE

- Teacher Finder Website
- News Paper advertisement
- Interns from Colleges
- Professional Developments three times a week and four times a week for new teachers (PD periods embedded in teachers' program)
- Mentoring Plan is in place (40 periods for first year teachers in addition of the 4 pd periods during the week)
- Numerous Mini-observations (20 per teacher) utilizing Danielson Framework- Datacation
- Formal Observations
- Monthly Walkthrough by the Designing Team (Instructional Cabinet Team, parents and teachers)
- Inter-visitation

Service and program coordination

- Integrated Math Program during the school day as part of the students regular instruction'
- After school Program in Integrated Math
- Small Group Instruction during the school day utilizing Circular 6R
- Saturday Academy Advance Program utilizing Integrated Mathematics materials
- Holiday Packages
- Computer iXL program during the school day as well as at home
- This program will go from Sept 2011 to June 2012

Budget and resources alignment

- We used Fair Student Funds to purchase supplies and software necessary for the phone-Master, and Website
- NYSTL Hardware for computers
- NYSTL Library for Electronic Library
- Title I SWP and Contract for excellence for a full time coach
- Title III LEP for Bilingual teachers to support bilingual students
- Fair Student Funds for regular teachers to support Level 1 and 2 students

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

By June 2012, 100% of the IS 318 faculty will increase their teacher proficiency in the NYC-6 Competency of Danielson Framework by receiving one to 4 formal observations as per UFT Contract and 20 informal observations as measured by the narrative observations and Danielson Framework respectively.

Comprehensive needs assessment

- 30 percent of the teachers last year received 4 evaluations during the school year while 70 of them received only one formal evaluation for the entire year. Therefore, administration was only able to see .01% of the instruction that occurred during the whole school year.
- Danielson Framework, a research based program demonstrates that the more teachers are observed, evaluated and receive feedback, the more instruction and students performance increase

Instructional strategies/activities

- Teachers self-assess on one of the NYC-6 Competency of Danielson Framework (Funding from Fair Student Funding-Software)
- Establish the role of the Instructional Cabinet Team in developing, planning, implementing, supporting, and assessing the efficacy of coherent Professional Development activities during the school year integrating Danielson Framework
- Identify Professional Development priorities based on the results of Learning Walks, formal and informal observations, analysis of student work, and review of assessment data with leadership from the Instructional Cabinet Team.
- Develop a plan for differentiated Professional Development based on the documented needs of individual teachers, as identified during informal and formal observations
- Use the CEP process to identify and support Professional Development priorities and resources.
- Establish and implement a calendar of weekly professional development activities during common planning time in partnership with Teachscape with support from the Harvard University, and focusing on The Charlotte Danielson Framework for Teaching and the Point of Entry Model, Designing Coherent Instruction, Establishing a Culture for Learning, Managing Student Behavior, Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction
- Follow Professional Development sessions with informal observations and in-class coaching to support teacher ability to plan and implement the Danielson Framework and Point of Entry Model
- Implement a schedule of supervisory observations to assess and support the implementation of the Danielson Framework and Point of Entry Model
- Assist and assess teacher ability to independently plan and implement a standards-based unit of study with essential questions using electronic curriculum mapping (ATLAS) (Funding from Fair Student Funding-Software)
- Document and assess Professional Development activities conducted by mentors and coaches through the use of weekly logs which identify topics, professional skills, and next steps for participating teachers
- Use informal and formal observations to document teacher mastery of those “next steps” as measured by the Danielson Framework
- Develop and implement a protocol for assessing classroom charts and artifacts of learning that reflect Professional Development activities.
- This formative observations and professional developments will implemented from Sept 2011 to June 2012

Strategies to increase parental involvement

- In order to increase parent involvement we have the following programs and activities
- Connected Learning School where every six grade students and parents receive a desktop computer with 52 softwares to connect the school instruction and home.
- Phone-Master
- Comp2Kids-free desktop computer for 7th and 8th grade students and parents to connect school and home
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- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly trained Hiring Team in place. Team formed by the Principal, Assistant Principal, Math Coach, Language Art Coach, Technology Coordinator and at least two teachers from subject areas we are interviewing.
- Attend Teachers Hiring Fairs organized by the DOE
- Teacher Finder Website
- News Paper advertisement
- Interns from Colleges
- Professional Developments three times a week and four times a week for new teachers (PD periods embedded in teachers' program)
- Mentoring Plan is in place (40 periods for first year teachers in addition of the 4 pd periods during the week)
- Numerous Mini-observations (20 per teacher) utilizing Danielson Framework- Datacation
- Formal Observations
- Monthly Walkthrough by the Designing Team (Instructional Cabinet Team, parents and teachers)
- Inter-visitation

Service and program coordination

- Introduce Danielson Framework to the staff.
- Provide Danielson certification training to staff
- Provide Professional Development on Danielson Framework during Subject Area meetings and Monday PD meetings.
- Principal to meet with all teachers individually to review Danielson Framework's rubrics and to set up

- Teachers apply Danielson's rubrics will conferencing with students during individual conference sessions... Assistant Principals to meet with individual teachers and discuss mini observations based on Danielson's Framework

Budget and resources alignment

- Fair Student Funds
- Title I

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	60	65	32	12	22	11	7	108
7	71	63	40	19	27	22	14	92
8	103	91	36	32	46	25	16	128
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>ELA AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Programs provide improving reading and writing through venues such as "Writing Matters," "Wilson," "Spring College Board, and "Holt". We also provide after school help in ELA through programs like "Kaplan," "Sports and Arts," "Phipps," and our own extended day program. Our Saturday Academy, Holiday classes and Vacation Packets provide additional support in ELA. Test preparation for the ELA state exam is provided through our Advisory period, which allows us to have small group instruction.</p>
Mathematics	<p>Math AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. For those students performing at level 3 and 4 their schedule includes classes in Integrated Math, this prepares these students to take the Math Regents at the end of 8th grade. Our after school programs including "iXL program" "Sports and Arts," "Phipps" as well as own extended day program provides for additional help in math. The Saturday Academy, Holiday classes and Vacation Packets also provide further help in math. Math test preparation for the state math exam is done through our advisory, which allows for small class instruction.</p>
Science	<p>Science AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs and the Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Students on level 3 and 4 obtain additional help through the pull out programs and our extended day program, in order to take the Earth Science Regents at the end of 8th grade. Our after school programs such as "Kaplan," "Sports and Arts," "Phipps," and our own extended day program also provides additional support in science. Our Saturday Academy, Holiday classes, and Vacation Packets also provide further assistance in science. Test preparation for the state Science exam is done through our advisory, which allows for small class instruction.</p>
Social Studies	<p>Social Studies AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Our after school programs include "Sports and Arts," "Phipps," and our own extended day provide Studies exam, this is done through our Advisory which allows for small group instruction. Our Saturday Academy, Holiday classes, and Vacation Packets also provide further assistance. Additional support in Social Studies. In March we begin our test preparation for the state Social</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Our Guidance Counselors participate in AIS programs such as PBIS (Positive Behavior Intervention Support), Peer Mediation, Conflict Resolution, and self esteem enhancement. These programs are conducted in small groups as well as individually. Guidance Counselors also work with 8th grade students in helping them choose their High Schools. The SAPIS Counselor as well as the Guidance Counselors help the students run the student government organization. The SAPIS Counselor also runs programs that also include Peer Mediation, Conflict Resolution, Adopt a Student, Drug Awareness and a Summer Leadership program.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>At risk services provided by the school psychologist consists of student evaluations, individual and small group counseling, participation in weekly PPC meetings and parent conferencing. These programs are all conducted to assist students and parents adjust socially and emotionally and foster academic success.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>At risk services that are provided by our Social Worker consist of small group counseling, participation in weekly PPC Meetings, parent conferencing are all conducted to assist students and parents adjust socially and emotionally and foster academic success.</p>
<p>At-risk Health-related Services</p>	<p>At risk health related services provides referrals for physical exams, health evaluations, upkeep of immunization records, eyeglasses, hearing exams, distribution of prescribed medication, monitoring students weight and blood sugar levels.</p>

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

**I.S. 318
PARTNERS IN EXCELLENCE
PARENT INVOLVEMENT POLICY
2011-2012**

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

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

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

- *Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council.*

- *Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Family Mathematics, Family Literacy, Reading, New York State/Assessments, Computer Classes ESL Classes.*

- Regular weekly written communication reflecting on-going day-to-day activities in the school to be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.

- Workshops will be held to review individual student data and the Annual School (city/state) Report regarding student and school achievement.

- The school will encourage parents to share in student success through attendance at monthly award ceremonies, which encourage students to succeed to the highest possible level.
- Parents will be provided a School and Region "Code of Behavior", and will review the code and have students adhered to its principals.

- Parents will provide a quiet setting at home for students to complete homework; read each day to 6th through 8th grade students for 45 – 60 minutes per day and to have students in grades 6 -8 read by themselves 20 -30 minutes per day.
- Parents will communicate with their child’s teacher regarding educational needs by:
 - Reviewing student homework on a daily basis, and signing work after parental review.
 - attending regularly scheduled parent/teacher conferences
 - Meeting/communicating with teachers throughout the school year to keep apprised of on-going student progress.
 - Attending annual “Curriculum Conferences”.
 - Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.
- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. Cultural heritage celebrations will assist in heightening students’ self esteem, and by having them going and helping students gain a greater appreciation of themselves and others.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at I.S. 318.
- This school parental involvement policy and the school-parent compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures found at the end of the contract/.
- This policy was adopted by the I.S. 318 on 08/27/2007 and will be in effect for the period of 2011-2012 . The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2011

SCHOOL – PARENT COMPACT 2011-2012

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

I.S. 318 agrees :

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child's class
 - Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies

The Parent/Guardian agrees:

- To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing To use or ask for technical assistance training that he district or school may offer on child rearing practices and teaching and learning strategies.
- To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to six grade through 8th grade students.
- To monitor his/her child/Children's:
 - Attendance at school
 - Homework
 - Television watching

- To share the responsibility for improved student achievement.
- To communicate with his/her child/children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process
- To review the Student Agenda and Code of Discipline with your child/children.

SCHOOL – PARENT COMPACT

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

The school and parents working cooperatively to provide for the successful education of the children : Agree :September 2011

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

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of Principal/Teacher
Date: _____

Signature of Parent/Guardian
Date: _____

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

As a parent/caregiver, I pledge to:

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

Parent/caregiver
signature: _____

The school's responsibility

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

- I.S. 318 will inform parents of the individual achievement levels of students.

Student: _____

Parent: _____

Teacher: _____

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

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

- Provide quality teaching and leadership.
- Assign homework using grade-level form.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give corrective feedback
- Recognize that students are accountable for every assignment.
- Check that homework has been completed and parent/guardian has signed homework form.
- Respect cultural, racial, and ethnic differences.
- Hold at least two teacher-parent conferences.
- Take home materials and information needed to complete the assignment.
- Respect the personal rights and property of others.
- Maintain and foster high standards of academic achievement and positive behavior.
- Respectfully and accurately, inform parents of their child's progress.
- Have high expectations for myself, students, and other staff.
- Respect the cultural differences on students, their families, and other staff.
- Help children to resolve conflicts in positive, non-violent ways.

Staff
signature: _____

The parents' responsibility

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.

- I will seek information regarding my son's/daughter progress by conferring with teachers, principals and others school district personnel.
- I will attend district-wide parent conferences and visit my son/daughter's classrooms to discuss and participate in their education.
- I will participate in parent groups/activities to contribute to the decision-making process within the Dallas Public Schools.
- I will communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school.
- I will encourage my son/daughter to dress according to the district's dress code.
- I will provide a quiet place to do homework.
- I will set aside a specific time to do homework.
- I will provide study areas should be well lit and well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- I will look over homework assignments to check for understanding.
- I will be available to assist.
- I will sign and return all papers that require a parent or guardian's signature.
- I will encourage positive attitudes toward school.
- I will require regular school attendance.
- I will attend parent-teacher conferences.

Parent Signature _____

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

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

Student signature: _____

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X318 **School Name:** School of Mathematics, Science and Technology through the Art

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.
 - We were identified in Language Arts for the whole school since we did not make the AYP
 - Economically Disadvantage were identified in Language Arts since we did not make the AYP
 - English Language Learners were identified in Language Arts since we did not make the AYP
 - Special Education Students were identified in Language Arts since we did not make the AYP

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.
 - We will implement After School Program Tuesdays, Wednesdays and Thursdays from 2:50pm to 5:00pm from January 2011 to June 2012

 - We have implemented After School Program for the English Language Learners Tuesdays, Wednesdays and Thursdays from 2:50pm to 5:00pm from December 2011 to June 2012
 - We will implement Saturday Academy for all our lower level students on Saturdays from 9:00a.m to 12pm starting January 2012 and ending on June 2012.
 - During the school day, Academic Intervention will take from utilizing Circular 6R

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.
 - It will be utilized to hire an Language Arts Coordinator via Teacher Center

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - As part of the mentoring program, our new teachers will be mentored by a veteran teacher already trained to be a mentor. This teacher or teachers will receive 40 teaching mentoring periods during school day.
 - Teachers will receive three 45-minute professional development sessions every week. It will be presented by administration, teacher center, outside consultant, Teaching Matters and webinars.

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.
 - The school will send the SINI parents information letter in English and Spanish via:
 1. Back packaged
 2. Posted in our School Website
 3. Regular Mail

**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 Rudy Rupnarain	District 12	Borough Bronx	School Number 318
School Name IS 318			

B. Language Allocation Policy Team Composition

Principal Maria Lopez	Assistant Principal Sharon Labao
Coach Claudette Carroll	Coach
ESL Teacher Annemarie Schopino	Guidance Counselor Dawn Hodge
Teacher/Subject Area Patience Onyegwara/ Special Ed	Parent
Teacher/Subject Area	Parent Coordinator Frank Valverde
Related Service Provider Annemarie Scopino	Other type here
Network Leader	Other

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	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		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	387	Total Number of ELLs	61	ELLs as share of total student population (%)	15.76%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here Paste response to questions 1-6 here

1. Initial Identification

When new students are enrolled, the Home Language Identification Survey is administered to the parent by Ms. Scopino, our ESL teacher (if she is unavailable, then another trained pedagogue). If English is not the Home Language, the student is administered the LAB – R and an informal interview is conducted in English and in the primary language (we currently have pedagogues fluent in Spanish, with other languages we use the phone in translation service). This identification process is completed within ten days of initial enrollment.

Carmen Dean, a licensed teacher who is fluent in Spanish and has been trained in the administration of the LAB-R is responsible for conducting the initial screening and LAB-R. In addition, Parent Survey and Program Selection forms are given to the parents. Often parents complete these forms immediately with our Spanish speaking parent coordinator along with our ESL teacher, Ms. Scopino and if we need it, by the use of the phone translation service. Our Parent Coordinator, Frank Valverde follows up on the return of the Program Selection form. Home Language Surveys are kept in the main office and are reviewed yearly by the ESL team.

2. School Structure

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

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

3. Parent Survey and Program Selection

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

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

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

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

6. The program models offered at IS 318 are aligned with parental requests. At the beginning of every school year, the parents are aware of the school's offering and are aware of what other educational options are available for ELLS. A survey is taken at the end of each school year to ensure that the school is building an alignment between parent choice and program selection. Based on the end of

the year survey, the school is willing to make changes if a substantial amount of parents are interested in an option that is currently unavailable.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							5	7	8					20
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							13	12	16					41
Total	0	0	0	0	0	0	18	19	24	0	0	0	0	61

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	26
SIFE	13	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	16

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	18	10	0	2	0	0	0	0	0	20

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	
Dual Language	0									0
ESL	4	0	1	21	3	15	16	0	10	41
Total	22	10	1	23	3	15	16	0	10	61
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	7	8					20
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
TOTAL	0	0	0	0	0	0	5	7	8	0	0	0	0	20

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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							12	11	15					38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	1					3
TOTAL	0	0	0	0	0	0	13	12	16	0	0	0	0	41

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1. Organizational Models

a. There are two TBE classes that receive ESL instruction as a class. We also have a pull-out and push-in program for the ELLs in the monolingual classes. Students in the TBE program at I.S. 318 are taught in both their native language and English throughout the school day. TBE Students who score a Level 3 on the New York State ELA Exam are placed in the Free Standing ESL Program. If TBE pass the NYSESLAT they are moved into a regular monolingual class and receive testing accommodations for two years.

Free Standing English as a Second Language Program

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

2. Mandated Instructional Minutes

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

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

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

3. Content Areas

All teachers are aware of the ELLs in their classes. They are provided with NYSESLAT, ELE, NYSELA and ADA data for every ELL. In addition, professional development is provided on strategies and practices that help ELLs succeed. Using our available data (Acuity,

A. Programming and Scheduling Information

NYSESLAT, state exams, Gates McGinitie, and other diagnostic exams) instruction in all courses is differentiated. Teachers use available technology, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis sheet to determine the progress and needs of ELLs.

4. In order to ensure that proper evaluation of ELLs is conducted all teachers at our school are informed of our ELL population as indicated on our Data Matrix along with their primary language. This is checked by our Data Analyst and our Assistant Principals.

5. Differentiation of Instruction

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

6. Instructional Strategies for ELLs who are SWDs: Teachers have been trained in the Sheltered Instruction Observation Protocol (SIOP) model. Teachers also utilize the Assessment Data Analysis and Individualized Education Plan goals to plan instruction in a differentiated environment that provides access to content and accelerates English Language development. Teachers teach according to grade level material in accordance to Common Core Standards and scaffold instruction to meet the needs of diverse learners.

7. Uses of curricular, instructional and scheduling flexibility are:

Utilize Holt adapted Text in ELA, ELL Reader in Science, and an adapted text in Social Studies while incorporating the SIOP model. SWDs are mainstreamed into a less restrictive environment when it is evident that the student can function with less support and in a larger class size.

Courses Taught in Languages Other than English ⓘ

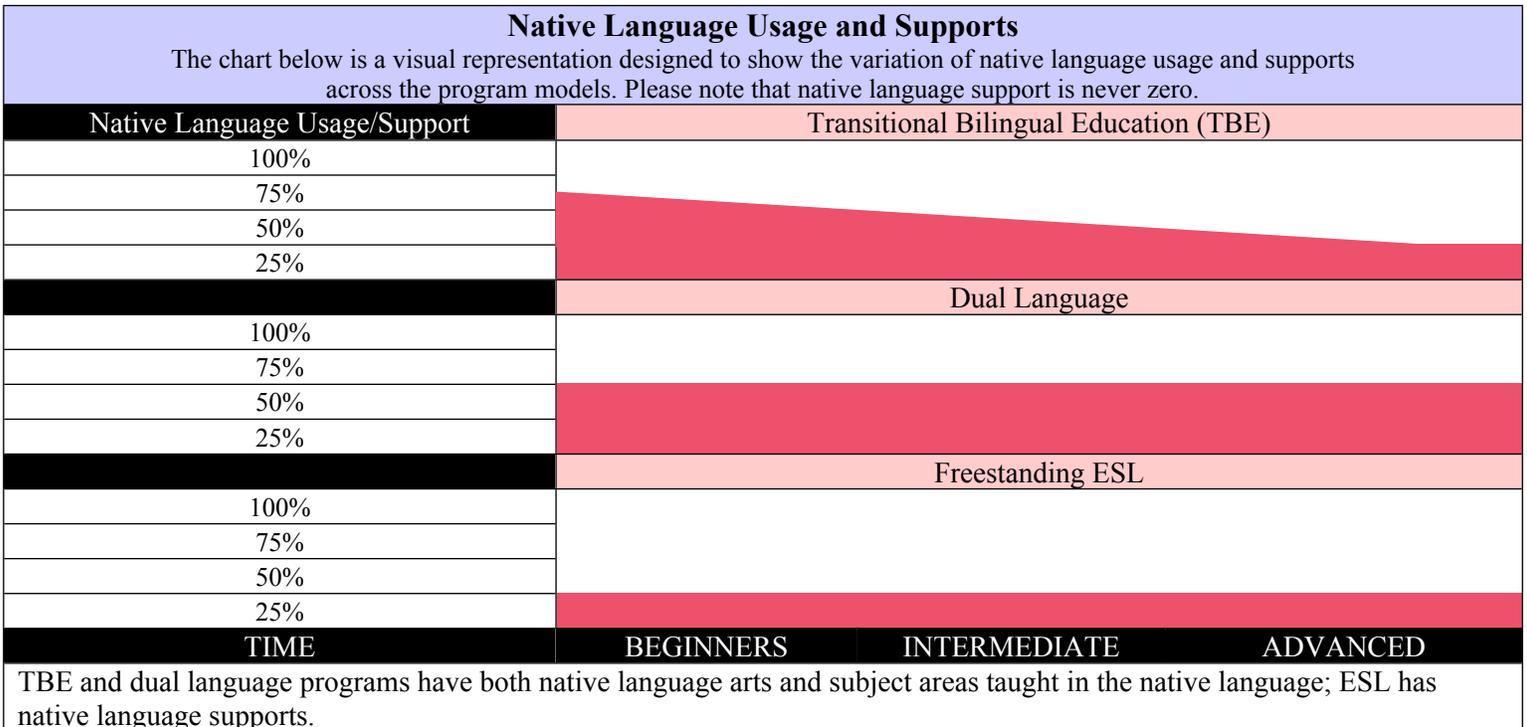
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:	English			
Math:				
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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

B. Programming and Scheduling Information--Continued

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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?

Paste response to questions 8-17 here

8. Targeted Intervention Programs

Using available data (Acuity, NYSESLAT, state exams, Gates McGinitie, and other diagnostic exams) instruction in all courses is differentiated. Teachers use available technology, listening center materials, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis in all subject areas to determine the progress and to address limited academic gains with an action plan. Intervention services are available throughout the school day during the admin of each teacher in all major subjects. Mathematics and Social Studies intervention is available in English and Spanish, whereas ELA and Science interventions are in English.

9. Continuing Transitional Support

ELLs who reach proficiency in the NYSESLAT are monitored for two years. Testing modifications are in effect for one year after reaching proficiency in the NYSESLAT. The ELL Inquiry Team monitors the progress of the students who have reached proficiency. If deemed necessary, the student will receive intervention during the school day as well as in the Saturday program and extended day program.

10. Improvements/New Programs

Currently, there are not any new programs being considered based upon the Parent Survey's returned. The parents are satisfied with the current programs the school offers. In regards to improvements, the school will look to hire teachers that are Bilingually Certified.

8. Programs/Services Discontinued

Currently, all services will be continued.

9. ELL Equal Access

The ELLs are afforded equal access to all school programs. The Extended Day program as well as the Saturday Academy is available to all ELLs as well as The Phipps Program.

10. Instructional Materials

Using our available data (Acuity, NYSESLAT, state exams, Gates McGinitie, and other diagnostic exams) instruction in all courses is differentiated. Teachers use available technology, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis sheet to determine the progress and needs of ELLs. All ELLs receive technology class 2 periods per week. The program Rosetta Stone is currently being used with the newcomers as well as a reading program called Star Fall. To better promote fluency, writing and comprehension skills, Intermediate and Advanced ELLs, ELA and ESL teachers utilize a program called Writing Matters. In addition, the internet offers websites such as ESL Gold to increase fluency and comprehension.

11. Instead of using the Holt Reader as a sole instructional tool we are utilizing the Adapted Reader to better enable the students to comprehend the material without reaching a frustration level.

12. Equal Access. All AIS programs (After School and Saturday Academy) are offered to ALL students at IS318. Parents receive these letters in both English and in Spanish.

13. The following are other instructional tools that we will be using:

Technology - iLearn programs in the 7th grade (Write to Learn, Discovery, NBC)

Writing and Reading applications for ELLs on the iPad (Rosetta Stone, Spell City, etc.)

14. Native Language Support

The students in the TBE class receive NLA five periods per week. In addition, the ESL teacher and NLA teacher share a similar curriculum map to reinforce concepts in both Spanish and English.

15. Required Support

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.
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14. Native Language Support

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15. Required Support

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?

1. Parental Involvement

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

2. School Partnership

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

3. Parental Needs

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

4. Parental Involvement Activities

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

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

N/A

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.

1. Professional Development Available

ELL Personnel: Mrs. Scopino, Ms. Onyegwara, Ms. Rodriguez, Mr. Rosado and Ms. Carmen Dean participate in weekly professional development as well as outside professional development. Professional development will include topics such as differentiated instruction, data analysis, academic vocabulary development, SIOP and integration of technology and art with ELLs. In addition, the teachers have intervisitations among the classes.

2. Support for Transition of ELLs

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

3. Minimum 7.5 Hours of ELL Training

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

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

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)							3	7	9					19
Intermediate(I)							7	6	10					23
Advanced (A)							6	5	5					16
Total	0	0	0	0	0	0	16	18	24	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	6	1		15
7	11	2	1		14

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.

1. Assessment Tools

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

2. Data Patterns

Based on the NYSESLAT scores, LAB-R results, state exams, and school-based assessments there must be increased academic rigor as

Additional Information

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

Paste additional information here

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	2		8	3	2				15
7	7		4	2	1				14
8	7	3	8	1	1				20
NYSAA Bilingual Spe Ed									0

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

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)	7	15	9					
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?
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 - 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.

1. Assessment Tools

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

2. Data Patterns

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

3. Patterns Across Modalities

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

4.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: IS318

School DBN: 12X318

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Lopez	Principal		10/14/11
Sharon Labao	Assistant Principal		10/14/11
Frank Valverde	Parent Coordinator		10/14/11
Annemarie Scopino	ESL Teacher		10/14/11
	Parent		
Patience Onyegwara	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		10/14/11
Claudette Carroll	Coach		10/14/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

School's demographics indicate that as of the year 2011:

- 33.51 % of our students are Black or African American.
- 65.19 % of our student population is Hispanic or Latino.
- 0.26 % is Asian or Native/Hawaiian/Other Pacific ISl.
- 1.04 % is Caucasian.
- 53.51% is male
- 46.49% is female

The Translation/Interpretation Unit has been assigned by the Chancellor to provide translated information services in twelve languages.

Basic school demographic data has been extended to the school community through professional development sessions.

Part B: Strategies and Activities

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

Translated information will be distributed through:

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

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

In these meetings the Translation/Interpretation will be provided by the school secretary, the parent coordinator and the school principal since they are bilingual. Translated oral services and translated written documentation in the languages necessary to accommodate the parents in attendance. Since most of our students are Hispanic, Spanish translations will always be available. The language needs information will be obtained through school-wide surveys those parents will complete and return to the school at the beginning of the school year and at the time of registration.

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

Oral and written translation services will be provided by the translation/Interpretation Unit, and qualified, bilingual staff members, which include the school's parent coordinator, school secretary, the principal, and other members of the school community.

All parental information will be distributed to parents in a timely manner, in accordance with Chancellor's Regulation A-663, which indicates that parents must be notified of any school event ten days prior to each event planned by the school.

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: School of Math,Sci and Tech	DBN: 12X318
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: Instructional Day Program

At IS 318 we service students in grades 6 through 8. Our focus is on increasing proficiency on the NYSESLAT, ELL, ELA and NYS Math exams. We have two bilingual classes and two groups of ESL pull-out students serving 50 ELL students. The students are grouped according to their proficiency levels as determined by their LAB-R or NYSESLAT scores. In the Bilingual program the students are taught in Spanish and in English in accordance with the school's language allocation policy. The ESL classes are conducted in English.

A Bilingual program is provided in which Bilingual students receive core subjects in both Spanish and in English, gradually increasing English instruction as students become proficient. After School and Saturday programs are provided in which bilingual teachers offer ESL and core subject instruction.

Advanced ESL students receive 4 periods of ESL per week while students at the intermediate level receive 8 periods of ESL per week as per CR Part 154. Students are serviced from September through June until they test out.

One Mathematics Bilingual certified teacher and two ESL certified teachers service this population.

Title III Program . Our after School program take place every week, Tuesday, Wednesday and Thursday from 3:00 to 5:00 pm. Students in this program take one hour of Math with a Mathematics bilingual certified teacher and one hour of ESL with a ESL certified teacher every week, three times. Although both teachers teach then in separated groups and classrooms, both teachers collaborate together in order to fullfil the needs of both groups.

As per our Saturday Title III Program, it goes every Saturday from 9:00 a.m to 12pm. Bilingual students receive every Saturday, 1 1/2 hours of ESL and 1 1/2 hours of mathematics. Both teachers, the math teacher as well as the ESL teacher are both bilingual certified and ESL certified respectively. Although they teach in separate rooms, both teachers collaborate together in order to better plan instruction based on students needs. The bilingual certified math teacher and the ESL certified teacher will be working on Saturdays from 9:00a.m to 12:00pm from Oct, 2011 to May 2012.

For our After school Title III Program, we will implement an After School Program for Mathematics and ESL classes for our ELL students utilizing two certified teachers, one certified in math and the other one certified in ESL. Teachers will be working two hours three times a week from October 2011 to May 2012.

Part B: Direct Instruction Supplemental Program Information

Materials to be utilized in the after school program

For our Title III program we will purchase Newcomers, High Points level I, II and level III, NYSESLAT workbook, Rosetta Stone (Beginning Language), Wilson Reading Program, Coach workbook, AGS-Algebra, AGS Geometric workbook, Prentice Hall work course I, II and III. Bucle Down, Integrated Algebra (Coach). The books purchased are in alignment with the goals of our program. Materials for ESL Classes for Parents.

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: Professional Development:

All staff involved in the teaching of ELL students will receive professional development in ESL strategies provided by our ESL teacher. Staff Development emphasis will be on ELL learning standards, differentiated instruction, and academic language development strategies. Some of the topics that will be covered are:

- Understanding and Utilizing the Resources for Bilingual Reading
- Helping Non-Native English Speakers with Reading and Writing
- Differentiated Instruction and Academic Language Strategies

As needed , staff will participate in professional development provided by outside sources such as our PSO, Fordham University.

Title of PD	When	Where
NYSESLAT Training/Title III	Oct 2011	CFN 608
Language Allocation	Oct 2011	CFN 608
SIOP Training (5 weeks of virtual class)	April -May	Fordham University

Part C: Professional Development

Vocabulary Development Training	Nov 2011	CFN 608
Building Comprehension Skills for Ells	Nov to Dec 2011	CFN 608
iLearn Traning/Use of Technology for Ells quality Instruction	July -August 2011	iZone Team

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:

Our active Parent Coordinator not only conducts monthly meetings with parents, grandparents, and guardians of our students but also sponsors various activities such as ESL and technology courses for parents on Saturdays from 9:00a.m to 12pm. This classes will begin and will end. All school literature is made available in Spanish and as needed in other languages.

High Points workbooks will be purchased for the Parent Classes.

Parent Coordinator provided the following professionals development to parents on the monthly basis and/or as needed.

Month	Title	Provider
September 2011	Parents Rights/Acted out Video	ESL Teacher
October 2011	High School Orientation Meeting	Parent Coordinator/Guidance Counselor
November 2011	ARIS Workshop	Parent Coordinator/ AP
December	Cultural Day	Parent Coordinator/Instructional Team
January 2012	Comp2Kids-Computer	Parent Coordinator/Instructional Team
January 2012	Computer for Yough	Parent Coordinator/Instructional Team
February 2012	Learning Environment Survey	Parent Coordinator
March 2012	We will do Skedula- Electronic Report Card	Parent Coordinator/AP
April 2012	Career Day and Instructional Rounds	Parent Coordinator/Instructional Team

Part D: Parental Engagement Activities

May 2012	Junior/High School Transition-Senior Graduation	Parent Coordinator/Guidance
June 2012	Election Process and SLT functionality	Parent Coordinator

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		Outside Professional Development Conference Services and in house.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		Materials to be utilized in the after school program Newcomers, High Points level I, II and level III, NYSESLAT workbook, Rosetta Stone (Beginning Language), Wilson Reading Program, Coach workbook, AGS-Algebra, AGS Geometric workbook, Prentice Hall work course I, II and III. Bucle Down, Integrated Algebra (Coach).
Educational Software (Object Code 199)		
Travel		
Other		Materials for ESL Classes for Parents
TOTAL		