



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EUGENIO MARIA DE HOSTOS INTERMEDIATE SCHOOL 318

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

PRINCIPAL: LEANDER E. WINDLEY

EMAIL: LWINDLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Leander E. Windley	*Principal or Designee	
John Petraitis	*UFT Chapter Leader or Designee	
Dian Moore	*PA/PTA President or Designated Co-President	
John Makuch	Member/ AP-Staff	
John Galvin	Member/ AP-Staff	
Anthony Debetta	Member/ Teacher-Staff	
Gerard Inguagiato	Member/ Teacher-Staff	
Adrienne Santamaria	Member/ Teacher-Staff	
Mirta Serrano	Member/ Teacher-Staff	
Clarivel Aguilar	Member/ PTA Vice President	
Ronaele Cambridge	Member/ PTA Secretary	
Calixto Safont	Member/ PTA Treasurer	
Kate Ryan	Member/ Parent	
Laura Martinez	Member/ Parent	
Yolanda Frierson-Bannister	Member/ Parent	
Sonja Dyson	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To increase the number of students making progress on the 2013 NYS ELA and Mathematics exams by 2% and 3% respectively.

Comprehensive needs assessment

- As a school, we experienced an increase in students scoring Performance Level 3 on the 2012 NYS ELA and Mathematics exam. 55% ELA and 71% Mathematics (2011 – 2012 NYC Progress Report) of the students scored level 3 with respect to the 2012 NYS ELA and Mathematics exam. This is in comparison to 47% and 63% in ELA and Mathematics in the prior year. The tests have been made to be more challenging to increase the level of proficiency of children on each respective grade. In order to address this challenge, for the 2013 NYS ELA and Mathematics exam 57% and 73% students will score Performance Level 3 or higher in ELA and Mathematics.

Instructional strategies/activities

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

Strategies to increase parental involvement

- In order to increase parent involvement in understanding the New York State Common Core Standards, we have incorporated a variety of trainings for parents during our June 2012 and September 2012 Parent Association Meetings
- Parents will utilize Jupiter Grades to monitor student progress, communicate with teachers and to develop a better understanding of how their child is progressing and what needs to be addressed to increase each child's ability to become a more effective learner
- Parents will also have the opportunity to discuss their child's progress and ability during the November 2012 Parent Teacher Conferences
- Teachers will communicate with parents using a variety of methods (student planners, emails, Jupiter Grades, phone calls and text messages) to ensure that each child is developing the skills needed to meet the New York State Common Core Standards

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, all students will be introduced to elements of the Common Core Literacy Curriculum with the expectation of increasing their reading levels and comprehension that include:
 - All students will experience at least two common core aligned units
 - All students will read extensively non-fiction
 - DRP exam will be administered to all sixth graders with appropriate interventions designed and implemented

Comprehensive needs assessment

- Our goal is based on the Citywide Instructional Expectations outlined by the Chancellor for the 2012-2013 school year. Based on performance from 2011-2012 school year, 55% of students achieved a 3 or 4 on the State ELA examination.

Instructional strategies/activities

- Curriculum committees will revise the curriculum to create ELA units that are aligned to the Common Core. This will be completed by January 2013. These two units will culminate in tasks that are fully aligned with the Common Core.
- Once the Units are created in ELA they will be fully implemented by June 2013
- Student tasks will be evaluated in our Inquiry teams and the resulting student performance will guide next steps. These inquiry teams will be composed of teachers and teacher feedback will guide decisions about the effectiveness of the ELA units
- The Assistant Principal for ELA will supervise all activities
- Non-fiction across the curriculum will be implemented. All social studies and science classes will read a minimum of one challenging piece of non-fiction per week beginning in January 2013. All ELA classes will also read a minimum of two challenging pieces of non-fiction per week. All reading will also have written short responses.
- The non-fiction selections will be selected by teachers and all faculty will have input
- A new reading assessment called the DRP will be administered to all sixth graders by December 2012. Students who score low (45) will be administered a reading record. Based on those results students will be assigned to a tutoring group either in Wilson or WORD generation.
- The WORD generation program will begin in February 2013 during the tutoring sessions.

Strategies to increase parental involvement

- The monthly parent chat sessions will highlight the Common Core changes on every meeting held monthly by grade

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title II _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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 2013, 100% of students will complete a school wide Common Core Standard project in Mathematics that will assess their levels of competency across the domains.

Comprehensive needs assessment

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

Instructional strategies/activities

- Beginning September 2012, teachers will introduce various assignments that will incorporate the Common Core Standards and be developed and implemented using a Rubric design so that students can begin to build on the concept of developing rigorous work habits
- Teachers will continue to introduce various levels of reading and writing materials in Mathematics that will prepare students for the development of the math skills needed to complete the grade wide Common Core Learning Standards for Mathematics
- Teachers will utilize 37.5 minute tutoring and afterschool Mathematics programs to assist students experiencing difficulty developing the skills needed to complete this project
- Instructional Supervisors and Coaches will work with teachers with respect to aligning Mathematics curriculum maps to the New York State common Core Standards to insure that students on all grades are completing assignments that reflect these new standards
- Grade level teachers will introduce and evaluate similar common core assignments utilizing a Rubric design to create anchor papers that can be utilized with respect to evaluating grade level student work
- In November 2012, teachers will evaluate the assignment created for each grade and to determine changes that need to be instituted prior to its implementation
- Between February 2013 and March 2013, teachers will incorporate the first grade wide Common Core assignment into their daily lessons and students will develop and build upon the skills needed to complete this assignment
- March 2013 and April 2013, teachers will assess and evaluate student assignments and discuss the results with comparison to developed anchor papers on each grade

Strategies to increase parental involvement

- In order to increase parent involvement in understanding the New York State Common Core Standards, we have incorporated a variety of trainings for parents during our June 2012 and September 2012 Parent Association Meetings
- Parents will utilize Jupiter Grades to monitor student progress, communicate with teachers and to develop a better understanding of how their child is progressing and what needs to be addressed to increase each child's ability to become a more effective learner

- Parents will also have the opportunity to discuss their child's progress and ability during the November 2012 Parent Teacher Conferences
- Teachers will communicate with parents using a variety of methods (student planners, emails, Jupiter Grades, phone calls and text messages) to ensure that each child is developing the skills needed to meet the New York State Common Core Standards
- Monthly parent workshops will be implemented in September 2012 to foster parental assistance in improving student achievement and to create a better understanding of the Common Core implementations across the subjects and grades

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

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 January 2013, 100% of teachers will be actively using the Jupiter online grading system and 90% percent of students will be actively using the system and 75% of parents will be actively using the program.

Comprehensive needs assessment

- Our lowest score on the school surveys administered in 2012 was in the area of communication with parents. While still very positive, there was definite room for growth in our outreach efforts to our parents. Additionally, a review of course failure rates indicates a consistent problem with a portion of our student community completing homework assignments and general organization issues.

Instructional strategies/activities

- To implement a school wide online grade and communication program for our large school of 1648 students and over 100 teachers will require a comprehensive training and professional development program. .
- Program will be purchased and coordinator (AP John Galvin) will be trained in the use and school set up (August 2012)
- Professional Development for teachers will be implemented during the first two days prior to school (September 2012)
- One on One sessions for teachers are scheduled continuously
- Students will receive log on letters for themselves and parents (Sept 2012)
- Student participation rate and parental participation rate will be continually reviewed.
- Parent Coordinator will be trained in Jupiter and how to help parents become connected
- Jupiter training will take place at PTA meetings (Monthly)
- Jupiter training at Leadership meeting
- Students in the Sixth grade will be trained in Jupiter use during their computer classes
- Homerooms will visit the computer lab to log on and be trained
- Parent training session held on open school dates
- Program success will be continuously monitored and evaluated

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- One assistant principal will be trained to administer the Jupiter grades system
- All administrative personnel will be trained to access student grades to increase the efficiency of student and parent conferences and meetings
- Teachers will be trained to utilize Jupiter Grades as their grade/marking book
- Teachers and Administrators will be periodically trained with updated features and reports that can be accessed
- Parents will receive ongoing training with respect to the various features that exist in the program
-

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- We will implement the research-based teacher quality rubric THE FRAMEWORKS FOR TEACHING. By January 2013, all teachers will begin to use the rubrics created Charlotte Danielson to reflect on their own teaching, receive informal feedback in their teaching practice This will include providing staff development on the frameworks, establishing self-evaluations, informal observations and peer observations. Teachers will improve on at least 2 areas of deficiency to become effective and highly effective.

Comprehensive needs assessment

- One of the required Instructional Expectations for the 2012-2013 school year that was established by the DOE was to begin utilizing a research based framework to raise teacher quality.

Instructional strategies/activities

- a) Instructional leaders will become adept at THE FRAMEWORKS FOR TEACHING through independent reading, discussion in cabinet and attendance at network training. (Summer 2012)
- b) Professional Development will be provided to teachers before school begins (September 2012)
- c) School will purchase additional copies of books for new staff (October 2012)
- d) Instructional Leaders will conduct teacher self-assessments to help staff gain an understanding of the rubrics (October 2012)
- e) Instructional Leaders will begin conducting informal observations of teachers utilizing the lens of the frameworks (October 2012)
- f) Continual Professional Development will be provided on Election Day and at Department Meetings
- g) Cabinet sessions of Instructional Leaders will consistently include feedback for teachers
- h) Informal assessments will be created and revised (October 2012)
- i) Peer assessments will be created and implemented (December 2012)

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Funds will also be used to purchase resource materials to increase the effectiveness of teachers that are not highly qualified
- Instructional supervisors will meet with teachers to ensure that they are offering students the highest quality of instruction available with respect to

Respective subject areas

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Wilson Program • Partner Work • Independent Reading • Blooms Taxonomy- Questioning • 37.5 minutes AIS Instruction • After school Reading Program • Field Practice Test/Acuity 	Small group instruction Smaller class sizes for 6 th and 7 th grade classes One-to-one Small group instruction Small group instruction Small group instruction All Grades	During the school day During the school day During the school day During the school day Before the school day After school During the school day
Mathematics	<ul style="list-style-type: none"> • Math Applications and Concepts • Pre-Algebra • After School Math Program 	Small class size for 6 th and 7 th grade classes 8 th Grade Classes Small group instruction	During the school day During the school day After the school day

	<ul style="list-style-type: none"> • 37.5 minutes AIS instruction 	Small group instruction	Before the school day
Science		Small group instruction One to one tutoring	During the school day Before the school day and during the school day
Social Studies		Small group instruction One to one tutoring	During the school day Before the school day and during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk service for students in temporary housing	One to one tutoring	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Principal will work closely with Personnel Director for recruitment purposes to ensure that all newly hired staff are highly qualified and are placed in their license areas.

Principal will also work on-line through the Department of Education's web site (Open Market) to ensure HQT's.

I.S 318 will provide high quality professional development by:

- Utilizing the Assistant Principal for developing needed professional development sessions
- Math and Literacy Coach workshops
- Professional Learning Communities
- Inquiry Teams will highlight areas of improvement in student achievement and craft appropriate workshops

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Corinne, Rello An/Lucile Lewis	District 14	Borough Brooklyn	School Number 318
School Name Eugenio Maria de Hostos I.S. 318			

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

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

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	4	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	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	1649	Total Number of ELLs	88	ELLs as share of total student population (%)	5.34%
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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. 

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3		4					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	3	0	4	0	0	0	0	7

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	13	4					33
Chinese							1	3	3					7
Russian														0
Bengali							1		1					2
Urdu														0
Arabic							1							1
Haitian														0
French							2							2
Korean														0
Punjabi														0
Polish							4							4
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other							3							3
TOTAL	0	0	0	0	0	0	28	16	8	0	0	0	0	52

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

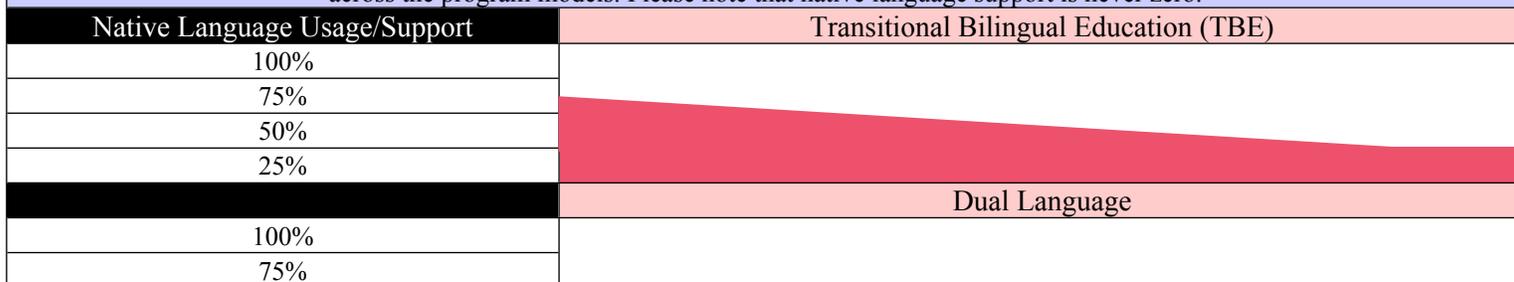
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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



C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	5	8					17
Intermediate(I)							15	9	12					36
Advanced (A)							19	12	4					35
Total	0	0	0	0	0	0	38	26	24	0	0	0	0	88

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4					0
5					0
6	8	18	5		31
7	12	8			20
8	17	1			18
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		14	1	10	1	1	1	34
7	4		12		3	2		1	22
8	11		5		2	2		1	21
NYSAA Bilingual Spe Ed							1		1

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

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

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

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

2. It is apparent that students' grade level does not correspond with their proficiency level. Rather, it is years of service that seem to be the

determining facts. Long term ELLs have high scores while newcomers certainly have lower scores. Across all levels students struggle with making inferences and drawing conclusions. This is higher order thinking which their EP peers also struggle with. Newcomers and Intermediates also struggle with grammar and vocabulary. Long term ELLs generally struggle specifically on tasks that require higher order thinking. This is probably due to their learning disabilities or the fossilization of bad habits in their English development.

3. Students consistently have lower scores in reading and writing than in speaking and listening. Most students lowest score is in writing, a productive skill considered much more difficult by the ESOL community than reading, a receptive skill. This drives instruction in CALP (Cognitive Academic Language Proficiency) rather than BICS (Basic Interpersonal Communication Skills). Teachers focus on reading/comprehension strategies and use a variety of scaffolding methods to advance students' writing skills. Scaffolds such as graphic organizers are used to help students write.

Teachers review individual scores to inform their instruction and conferencing with students. For example, if a student is having trouble speaking, the ESL teacher may ask them to write their answer first and then read their answer aloud.

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

Students who take tests in their native language generally perform well if they are newcomers or have arrived within the past 4 years. Long term ELLs who may not have a language other than English, do not perform well on translated tests. Students who have strong educational backgrounds in their NL perform well on NL tests.

In the bilingual class, students perform poorly on both NL and English tests. This is probably due to their learning disability that inhibits language acquisition in any language.

The periodic assessments are used to design the focus of inquiry. Using that data, inquiry teams measure gains and can also decide what to focus on for the students in need of intervention.

5. Periodic assessments for ELA and Math are used to drive instruction. Teachers provide scaffolded assignments to prepare students for listening, reading and writing tests. The students who score 1s and 2s generally have a double period of math and ELA in a smaller classroom setting which allows for more personalized and targeted instruction. This scheduling is done by school leadership with the individual needs of ELLs in mind. Our periodic assessments generally show trends of improvement for all ELLs who are not in restricted environments. Some students who have not shown improvement have many discipline infractions recorded on their records and also have lower class grades.

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

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

Additional Information

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

*Some ELLs have not been accounted for in the data because there is no data in ARIS or they were exempt from the testing
 ** The RLAT does not break the modalities down by B, I, A, P. It is only broken down by score.

Part VI: LAP Assurances

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

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 111

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Eugenio Maria De Hostos	DBN: 14K318
Cluster Leader:	Network Leader: Lucile Lewis
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 86 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Each ELL has unique needs depending on their native language proficiency, cultural background, motivation, affective filter, interests and learning profile. Through supplemental activities and differentiation, we can attempt to both raise student test scores and improve students academic skills throughout the content areas. Therefore, we have created an after school program that meets twice a week. Every Tuesday and Thursday from 2:45-4:45 two groups of 10-15 students meet with Ms. James, a certified ESL teacher, for 60 minutes. While one group is with Ms. James, the other is receiving math intervention with Ms. Vericella, a certified ESL and Special Education teacher. All 6th grade ELLs are expected to attend. 7th and 8th grades are receiving after-school instruction from Ms. A. Ortiz a certified ESL teacher.

During this time, Ms. James assists students in their English acquisition based on their individual needs.

Some students, who struggle with basic phonemic awareness, are given time to work with the Lexia Reading program. In addition to the Lexia program, students may be directed to work on Uptown Education, where Ms. James has posted vocabulary lists relevant to her ELA class as well as the 6th grade ELA curriculum map. The Rosetta Stone, Levels I and II are also available. Ms. James also makes use of BrainPOP and BrainPOP ESL through interactive activities involving the Smartboard in her classroom. Ms. James regularly meets with the students' teachers to determine what skills the students need to develop.

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

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

Part C: Professional Development

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

Additionally, the 6th grade Inquiry team, which meets every Thursday morning, comprised of all content area teachers and the ESL teacher (Maria Torres, Maryanne Discalo, Elizabeth Vindigni and

Jacklyn James) will be focused on improving the understanding of ELL Instructional practices that will lead to improved student performance in the classroom. The team has chosen 5 ELL students to focus on and is continually revising their goals and creating actions plans for their academic and social-emotional development accordingly.

Topics discussed in this inquiry group include: How to understand the results of NYESLAT and LAB tests for the classroom teacher, Focusing on the ELL student in the Science and Social Studies Classroom, Teaching Writing Techniques to the ELL student and Utilizing Manipulatives in the Math Classroom for the ELL population. Our goal is to offer one professional development session per month, beginning in We plan on using the Inquiry Spaces on ARIS to connect with similar schools that are working on improving the performance of ELL students. We will rely on data from ARIS, ATS and NYSED NYSESLAT results.

The following non-fiction articles and texts will be used to guide the discussion around focusing on the ELL student in the science and social studies classroom:

1. A Weapon No Often Used (Main Idea)
2. Christopher Columbus Excerpts from 1492 Journal
3. Japans Nuclear Disaster
4. Surviving the Tsunami
5. Natural Disasters - Earthquakes, Hurricanes
6. Scholastic: Space Jumper, A Leap from the Edge of Space
7. New York Times: Sandy (Aftermath)
8. S.E. Hinton Biography

Part C: Professional Development

9. Effects of Teen Smokinkg
10. Persuasive Essay Topics:
 - a. Should Cellphones be allowed in school?
 - b. An argument against school uniforms
11. Youth violence essay
12. Girls hurt by gang violence
13. Nothing Gold Can Stay (Robert Frost)

The following techniques for writing in the math classroom will be used:

1. Smartboard
2. Journals - utilized to practice writing solutions for open ended questions
3. Math Word Walls - so that math vocabulary is consistently viewed

Part D: Parental Engagement Activities

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

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

Begin description here: Student success is clearly influenced by parent involvement. When parents are informed about their child's education and needs, they are better able to support them at home. With this in mind, IS 318 has taken various steps to include the parents of ELLs in their children's education. IS 318 began to use the Jupiter Grades program to record student progress and allow both students and teachers online access to their grade information. At the first PTA meeting, parents were introduced to this program and provided with basic training. While all teachers engage in online grading, Ms. James makes use of this program to provide regular updates for parents about the work their children must complete. Ms. James also, due to the size of her classes, is able to discuss student progress with individual parents on a regular basis.

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

Part D: Parental Engagement Activities

When Ms. James communicates with parents she makes sure to consult ARIS to determine the home language. Ms James will call upon Ana Berroa, I.S. 318's Parent Coordinator to reach out and communicate to parents in Spanish if they are Spanish only speakers. Ms. James calls upon Agnes Holstein, a Polish speaker to reach out to Polish parents.

When letters must be sent home via mail or Jupiter Grades, Ms. James uses Google Translate to make the information accessible to all parents.

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. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

