



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X318

PRINCIPAL: MARIA LOPEZ

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SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Maria Lopez	*Principal or Designee	
Melissa Dellipaoli	Assistant Principal	
Jason Brown	*UFT Chapter Leader or Designee	
Hannah Gadsden	*PA/PTA President	
Paula Plaskett	DC 37 Representative	
Hector Molina	DC 37 Representative	
Frank Valverde	DC 37 Representative	
Claudette Carroll	<i>UFT Representative</i>	
Josefina Rodriguez	<i>UFT Representative/Chairperson</i>	
Lisette Rodriguez	<i>UFT Represent-Co-Chairperson</i>	
Elena Garsia	Parent -Member/	
Carol Gilbert	Parent-Member/	
Zoila Ortega	Parent Member/	
Sheilla Rivera	Parent Member/	
Ana Rodriguez	Parent Member/	
Cloribel Rodriguez	Parent Member/	

Desiree Vega	Parent Member	
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** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school should ensure that data collection efforts focus specifically on monitoring the impact of instruction and other school initiatives on student achievement. The school leadership should use the available data to identify trends and patterns in student achievement to explore the effectiveness of the instructional model, inform next steps in progress monitoring, and adjust instruction and school wide initiatives as needed.” (SQR, 2012, p.5)

“The school leadership should build on the initiatives being implemented through the MSQI program and develop a school wide plan to expand reading assessment and intervention to address the needs of all at-risk readers.” (SQR, 2012, p.5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

___ 2.2 School leader’s vision

X 2.4 School leader’s use of resources

___ 2.3 Systems and structures for school development

X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 15% of all the 272 students in Levels 1 and 2 in ELA will increase their scale scores by 3 points over last year’s score as measured by the New York State Exam in English Language Arts.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- Teacher Regular Per-Diem for the amount of \$ 113.00 was utilized from title I in combination with other funding to support teachers while attending Professional Development in Common Core, Danielson, Using Data for meaningful change presented by Teaching Matters, WESTJAM and other PD institutions
- General Supplies for the amount of \$ 5,000 was utilized to purchase headsets , papers, ink and other material to Align our ELA curriculum map to the Common Core State Standards (Funding from Title I SWP)
- General Supplies for the amount of \$ 50,000 was utilized to purchase 45 Desktop Computers and 51 Desktop Computers to implement Academic Intervention to level 1, 2 all the special needs and bilingual students and in preparation for the PARCC. We will do Access code, Achieve 3000 in LA and Science and write to learn. We also purchased 190 headsets from B & H photo for students to use during their intervention in Access Code
- General Supplies for the amount of \$ 3, 999.00 was utilize to purchase folder, papers, other supplies and pontes and pinnel kits for DRP and to

support our ADA, Assessment Data Analysis (Monthly assessment to students)

- Transportation of staff for the amount of 4, 273 was spent to pay for faculty traveling to National Conference on Common Core and other professional developments
- Curriculum & Staff Development Contract for the amount of \$ 6,000 was utilized to pay Teaching Matters for their professional development services to staff on Using Data for meaningful changes
- Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by ELA teachers (i.e. Small group tutoring, conferencing, etc.) Per session for 8 teachers after school program Tuesday, Wednesday and Thursday from 2:50pm to 5:00 from Oct to June.
- Provide Professional Development to support the implementation of academically rigorous differentiated instruction in ELA classes (Funding for ELA Coach from Title I SWP & Contract for Excellence) some of the professional development offered by Teaching Matters- Using Data for Meaningful changes and Westjam- Common Core National Conference
- Reduce class size for students with Levels 1 and 2 ELA skills
- Select and purchase appropriate instructional materials that are aligned to the common core standards to address student needs identified by data analysis (Funding from NYSTL, Tax Levy, Fair Student Funding-general holding)
- Require ELA teachers to develop, implement, and document progress on intervention plans for students at Levels 1 and 2
- General supplies code 100 was utilized to purchased 45 Desktop computers and 51 Laptops computers to provide access to technology-based intervention programs to Levels 1 and 2 students, Special Education and Bilingual students during and after the school day, including DRP, Acuity and Scantron (Performance Series) item bank practice materials (Funding from NYSTL Software; (Funding for Per Session from Fair Student Funding) predictive, instructionally targeted assessments, mid-term examinations, and other ELA assessment strategies, and the completion, presentation, and exhibition of exit projects in Science, Social Studies, Technology, Art, or Music, which require application of student literacy skills
- Utilize Assessment Data Analysis (ADA) Form to modify instruction based on individual student and group needs
- Schedule common planning time and professional development to enable ELA staff to conduct data analysis to identify skills areas of ELA weaknesses of Levels 1 and 2 students utilizing the Data for Meaningful changes
- Utilization of the College Board program school wide (Funding from Fair Student Funding)
- Programs will be implemented from September 2012 to June 2013

b) key personnel and other resources used to implement these strategies/activities,

- ELA Coach
- Instructional Lead Teacher –Attended to National Conference of Common Core State Standards
- Administration
- Instructional Cabinet (Professional Learning Community- Sci, SS, Tech, La teachers , LA Coach, Math Coach, Principal, and Assistant Principal)
- MSQI Initiative
- iLearn Initiative

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- DRP- Three times a year- administered and analyzed by teachers during professional developments
- ADA- Assessment Data Analysis (Monthly assessments developed by teachers and based on the Thematic Units of our Atlas Curriculum Map
- Lexile Growth from the Achieve 3000- computerized program- program self adjusted based on students weakness and strengths and utilized by teachers to modify instruction. Teachers received training in house from instructional cabinet as well as outside experts in the programs
- iLearn- Teachers made assignments based on students needs when writing Word Generation essays and other written assessments
- Access Code- Report growth from Access Code-Desktop computers and laptops computers for All the special needs classes as well as the Bilingual

Classes.

- Review of ADA forms for Level 1 and Level 2 students
- Results of Acuity or Scantron periodic assessment
- Review of formative classroom assessments conducted by ELA teachers
- Review of progress indicated by intervention plans and measured using program indicators (Achieve 3000, Performance Series, Acuity and Scantron)

d) timeline for implementation

- DRP- Three times per school year (Sep, January and May)
- ADA Monthly Assessment
- Achieve 3000- Daily- Self adjusted based on students weakness and strengths
- iLearn -Twice a week and/or as needed
- Access Code - Daily- Self adjusted based on students weakness and strengths

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe: Title I P/F Funding MSQI

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Full time Language Arts Coach to support all the teachers
- After School Program for level 1 and 2 students from Oct 2012 to April 2013- Tue, Wed and Thur from 2:50pm to 5:00pm
- Academic Intervention Program via Circular 6R
- Individualized students assessment and diagnostics utilizing ADA (Assessment Data Analysis)
- Saturday Academy – from Oct 2012 to April 2013 from 9:a.m to 12:00pm
- iPad2 Literature Program after school and during the school day to enhance reading skills
- iLearn Program to individualize students reading ability
- Write to Learn to improve reading and writing to complete the Word Generation essays – Once a week or as needed
- Achieve 3000- three times a week for 45 minutes
- Access Code twice a week for 20 minutes
- NBC online program to improve reading

Budget and resources alignment

- We used Fair Student Funds to purchase supplies and software necessary for the phone-Master, and Website
- NYSTL Hardware for computers

- NYSTL Library for Electronic Library
- Title I SWP and Contract for excellence for a full time coach
- Title III LEP for Bilingual teachers to support bilingual students
- Fair Student Funds for regular teachers to support Level 1 and 2 students

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school leadership should ensure that mathematics teachers are provided with PD on how to effectively plan and implement quality mathematics instruction within the school’s chosen method for instructional delivery, POEM. The school leaders should regularly monitor teachers’ planning and implementation of the learned PD strategies to ensure that students are regularly provided with time to work both independently and collaboratively to solve mathematics problems.” (SQR, 2012, p. 5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 15% of all the 231 students in Levels 1 and 2 in Mathematics will increase their scale scores by 3 points over last year’s score as measured by the New York State Exam in Math.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,**
- c) Teacher Regular Per-Diem for the amount of \$ 113.00 was utilized from title I in combination with other funding to support teachers while attending Professional Development in Common Core, Danielson, Using Data for meaningful change presented by Teaching Matters, WESTJAM and other PD institutions
- d) General Supplies for the amount of \$ 5,000 was utilized to purchase headsets , papers, ink and other material to Align our ELA curriculum map to the Common Core State Standards (Funding from Title I SWP)
- e) General Supplies for the amount of \$ 50,000 was utilized to purchase 45 Desktop Computers and 51 Desktop Computers to implement Academic Intervention to level 1, 2 all the special needs and bilingual students and in preparation for the PARCC. We will do Access code, Achieve 3000 in LA and Science and write to learn. We also purchased 190 headsets from B & H photo for students to use during their intervention in Access Code
- f) General Supplies for the amount of \$ 3, 999.00 was utilize to purchase folder, papers, other supplies and pontes and pinnel kits for DRP and to support our ADA, Assessment Data Analysis (Monthly assessment to students)
- g) Transportation of staff for the amount of 4, 273 was spent to pay for faculty traveling to National Conference on Common Core and other professional developments

- h) Curriculum & Staff Development Contract for the amount of \$ 6,000 was utilized to pay Teaching Matters for their professional development services to staff on Using Data for meaningful changes
- i) Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by ELA teachers (i.e. Small group tutoring, conferencing, etc.) Per session for 8 teachers after school program Tuesday, Wednesday and Thursday from 2:50pm to 5:00 from Oct to June.
- j) Align our mathematics curriculum map to the Common Core State Standards (Funding from Title I SWP)
- k) Utilize Assessment Data Analysis (ADA) Form to modify instruction based on individual student and group needs
- l) Schedule common planning time and professional development to enable mathematics staff to conduct data analysis to identify skills areas of mathematics weaknesses of Levels 1 and 2 students
- m) Math coach pushing into lower level mathematics classes
- n) Intervisitation among mathematics teachers
- o) Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by Mathematics teachers (i.e. Small group tutoring, Conferencing, etc.)
- p) Provide Professional Development to support the implementation of academically rigorous differentiated instruction in mathematics classes (Funding for Math Coach from Title I SWP)
- q) Reduce class size for students with Levels 1 and 2 mathematics skills
- r) Select and purchase appropriate instructional materials that are aligned to the common core standards to address student needs identified by data analysis
- s) Require mathematics teachers to develop, implement, and document progress on intervention plans for students at Levels 1 and 2
- t) Provide access to technology-based intervention programs to Levels 1 and 2 students during and after the school day, including iXL, Acuity and Scantron (Performance Series) item bank practice materials (Funding from NYSTL Software)
- u) Continue to require and support the completion of diagnostic, predictive, instructionally targeted assessments, mid-term examinations, and other mathematics assessment strategies
- v) Utilization of supplemental Prentice Hall materials to enhance skills of Level 1 and Level 2 students
- w) Programs will be implemented from September 2012 to June 2013

- x) key personnel and other resources used to implement these strategies/activities,**
- y) Math Coach
- z) Instructional Lead Teacher
- aa) Administration
- bb) Instructional Cabinet (Professional Learning Community- Sci, SS, Tech, La teachers , LA Coach, Math Coach, Principal, and Assistant Principal)
- cc) MSQI Initiative

- dd) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**
- ee) Performance Series- Acuity- Three times a year- administered and analyzed by teachers during professional developments
- ff) ADA- Assessment Data Analysis (Monthly assessments developed by teachers and based on the Thematic Units of our Atlas Curriculum Map
- gg) Lexile Growth from the Achieve iXL- computerized program- program self adjusted based on students weakness and strengths and utilized by teachers to modify instruction. Teachers received training in house from instructional cabinet as well as outside experts in the programs
- hh) Review of ADA forms for Level 1 and Level 2 students
- ii) Results of Acuity periodic assessments
- jj) Results from individualized Mathematics skills from Performance Series
- kk) Review of formative classroom assessments conducted by Math teachers
- ll) Review of progress indicated by intervention plans and measured using program indicators (iXL, Acuity and Scantron)

mm) Timeline for implementation.

nn) Performance Series-Acuity- Three times per school year (Sep, January and May)

oo) ADA Monthly Assessment

pp) Achieve iXL- Daily- Self adjusted based on students weakness and strengths

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe: Title I P/F Funding MSQI

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Full time Math Coach to support all the teachers
- After School Program for all Bilingual Students as well as all level 1 and 2 students
- Academic Intervention Program via Circular 6R
- Individualized students assessment and diagnostics utilizing ADA (Assessment Data Analysis)
- Saturday Academy
- Sports and Arts School Foundation (SES) (This program will begin on January 2012)
- The Academic Advantage (SES) (This program will begin on January 2012)
- iPad2 Program after school and during the school day to enhance mathematics skills
- iLearn Program to individualize students math level
- iXL online program to improve mathematics skills at school as well as at home
- Aries- Online program to increase mathematics skills
- Compass to enhance math skills
- Integrated Class during the school day

Budget and resources alignment

- We used Fair Student Funds to purchase supplies and software necessary for the phone-Master, and Website
- NYSTL Hardware for computers

- NYSTL Library for Electronic Library
- Title I SWP and Contract for excellence for a full time coach
- Title III LEP for Bilingual teachers to support bilingual students
- Fair Student Funds for regular teachers to support Level 1 and 2 students

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school leadership should provide PD supporting the implementation of the school’s selected model for instructional delivery, including guidance for teachers on how to plan and effectively deliver a lesson using the POEM. The school leadership should develop and publish criteria for lesson planning that will support teachers in developing lessons to ensure that all elements of this model are fully planned for and implemented during daily instruction. School leaders should also regularly monitor teachers’ implementation of these strategies through frequent formal and informal observations.” (SQR, 2012, p.12)

“The school leadership should develop a calendar for informal observations that includes a structure for regularly monitoring teachers. The school leaders should follow this calendar and use the TeachScope program to record and revisit recommendations made to teachers to ensure teachers are implementing recommendations effectively. The school leaders should also regularly analyze data provided from the TeachScope program to identify PD needs of teachers.

- *The school leaders should review the school’s table of organization and identify teachers who are.” (SQR, 2012, p.6)*

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 50% of the 30 teachers at IS 318 will increase their teaching proficiency in Engaging students and Planning differentiated Instruction by one level using as a bench mark the NYC-3 Competency of Danielson Framework by receiving 10 formative observations (informal observations focus on the CIE)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

**a) strategies/activities that encompass the needs of identified student subgroups,
Instructional strategies/activities**

- Teacher Regular Per-Diem for the amount of \$ 113.00 was utilized from title I in combination with other funding to support teachers while attending Professional Development in Common Core, Danielson, Using Data for meaningful change presented by Teaching Matters, WESTJAM and other PD institutions
- General Supplies for the amount of \$ 5,000 was utilized to purchase headsets , papers, ink and other material to Align our ELA curriculum map to the Common Core State Standards (Funding from Title I SWP)
- General Supplies for the amount of \$ 50,000 was utilized to purchase 45 Desktop Computers and 51 Desktop Computers to implement Academic Intervention to level 1, 2 all the special needs and bilingual students and in preparation for the PARCC. We will do Access code, Achieve 3000 in LA and Science and write to learn. We also purchased 190 headsets from B & H photo for students to use during their intervention in Access Code
- General Supplies for the amount of \$ 3, 999.00 was utilize to purchase folder, papers, other supplies and pontes and pinnel kits for DRP and to support our ADA, Assessment Data Analysis (Monthly assessment to students)
- Transportation of staff for the amount of 4, 273 was spent to pay for faculty traveling to National Conference on Common Core and other professional developments
- Curriculum & Staff Development Contract for the amount of \$ 6,000 was utilized to pay Teaching Matters for their professional development services to staff on Using Data for meaningful changes
- Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by ELA teachers (i.e. Small group tutoring, conferencing, etc.) Per session for 8 teachers after school program Tuesday, Wednesday and Thursday from 2:50pm to 5:00 from Oct to June.
- Teachers self-assess on three of the NYC-3 Competency of Danielson Framework as per CIE (Funding from Fair Student Funding-Software) Teachers self-assess Designing Coherent Instruction utilizing the NYC-6 Competency of Danielson Framework (Funding from Fair Student Funding-Software)
- Teachers self-assess Using questioning and discussion techniques utilizing the NYC-6 Competency of Danielson Framework (Funding from Fair Student Funding-Software)
- Teachers self-assess Using assessment in instruction utilizing the NYC-6 Competency of Danielson Framework (Funding from Fair Student Funding-Software)
- Establish the role of the Instructional Cabinet Team in developing, planning, implementing, supporting, and assessing the efficacy of coherent Professional Development activities during the school year integrating Danielson Framework
- Identify Professional Development priorities based on the results of Learning Walks, formal and informal observations, analysis of student work, and review of assessment data with leadership from the Instructional Cabinet Team.
- Develop a plan for differentiated Professional Development based on the documented needs of individual teachers, as identified during informal and formal observations
- Use the SCEP process to identify and support Professional Development priorities and resources.
- Establish and implement a calendar of weekly professional development activities during common planning time in partnership with Teachscape with support from the Harvard University, and focusing on The Charlotte Danielson Framework for Teaching and the Point of Entry Model, Designing Coherent Instruction, Using Questioning and Discussion Techniques, and Using Assessment in Instruction
- Follow Professional Development sessions with informal observations and in-class coaching to support teacher ability to plan and implement the Danielson Framework and Point of Entry Model
- Implement a schedule of supervisory observations to assess and support the implementation of the Danielson Framework and Point of Entry Model
- Assist and assess teacher ability to independently plan and implement a standards-based unit of study with essential questions using electronic

curriculum mapping (ATLAS) (Funding from Fair Student Funding-Software)

- Document and assess Professional Development activities conducted by mentors and coaches through the use of weekly logs which identify topics, professional skills, and next steps for participating teachers
- Use informal and formal observations to document teacher mastery of those “next steps” as measured by the Danielson Framework
- Develop and implement a protocol for assessing classroom charts and artifacts of learning that reflect Professional Development activities.

This formative observations and professional developments will be implemented from Sept 2012 to June 2013

b) key personnel and other resources used to implement these strategies/activities,

- ELA and Math Coaches
- Instructional Lead Teacher
- Administration
- Instructional Cabinet (Professional Learning Community- Sci, SS, Tech, La teachers , LA Coach, Math Coach, Principal, and Assistant Principal)
- MSQI Initiative
- Teacher Improvement Coach

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Common Core Teachers will demonstrate to be effective teachers in Designing Coherent Instruction, Using Questioning and Discussion Techniques, and Using Assessment in Instruction as per Danielson Framework
- Each Common core teacher will receive a minimum of 10 informal observations as per Danielson Framework, a research based program which demonstrates that the more teachers are observed, evaluated and receive feedback, the more instruction and students performance increase.
- Review of informal and formal supervisory observation calendar and reports on Teachscape.com for each teacher with delineated steps for progress and movement to the next level
- Teacher self-assessments on one of the Danielson Framework Components
- Review of the Professional Development section of the SCEP
- Review of Professional Development Agendas, Minutes, and Materials
- Review of teacher feedback from Professional Development sessions
- Review of teacher-developed units of study on ATLAS
- Evidence of professional growth as measured by Charlotte Danielson Framework for Teaching

d) timeline for implementation

- Introduce Danielson Framework to the staff starting from September 2012 to June 2013
- Provide Professional Development on Danielson Framework during Subject Area meetings on Monday PD meetings as well as grade and subject area meetings. (Three times per week)
- Principal to meet with all teachers individually to review Danielson Framework’s rubrics and to set up school year goals and objectives (Three times per year- Sept-January-June , for all formal observations as well as many times as needed based on the teachers strengths and weakness).
- Teachers apply Danielson’s rubrics when planning instructions, assessments, questions and conferencing with students. Assistant Principals to meet with individual teachers and discuss mini observations of teachers practices based on Danielson’s Framework

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe: Title I P/F Funding MSQI

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Introduce Danielson Framework to the staff starting from September 2012 to June 2013
 - Provide Professional Development on Danielson Framework during Subject Area meetings on Monday PD meetings as well as grade and subject area meetings. (Three times per week)
 - Principal to meet with all teachers individually to review Danielson Framework's rubrics and to set up school year goals and objectives (Three times per year- Sept-January-June , for all formal observations as well as many times as needed based on the teachers strengths and weakness).
 - Teachers apply Danielson's rubrics when planning instructions, assessments, questions and conferencing with students. Assistant Principals to meet with individual teachers and discuss mini observations of teachers practices based on Danielson's Framework

- Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by ELA teachers (i.e. Small group tutoring, conferencing, etc.) Per session for 8 teachers after school program Tuesday, Wednesday and Thursday from 2:50pm to 5:00 from Oct to June.
- Update school-wide discipline policy.
- Provide Professional Development for staff on the effective implementation of the Positive Behavior Intervention and Support (PBIS)
- Align guidance interventions
- Conduct monthly assemblies to address anti-bullying behaviors and hallways behavior
- Develop and conduct a staff mid-year survey.
- Develop and conduct a student mid-year survey.
- Evaluate and observe the anti-bullying curriculum.
- Partnership with Lee Hirsch, Director of "Bullying"
- Realign the roles and responsibilities of the Deans position.
- Promote excellent conduct in all classes, hallways and all locations through the school wide incentive PBIS

Budget and resource 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 IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe: Title I P/F Funding MSQI
 AIDP

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc.

- Develop a menu of academic interventions to meet student needs in response to the analysis of data conducted by ELA teachers (i.e. Small group tutoring, conferencing, etc.) Per session for 8 teachers after school program Tuesday, Wednesday and Thursday from 2:50pm to 5:00 from Oct to June.
- Align school instruction with home instruction utilizing iLearn the research based blended instruction(Funding from Fair Student Funding)
- Align school instruction with home instruction utilizing Achieve 3000 in Language Arts, Science and iXL for mathematics(Funding from Fair Student Funding)
- Provide professional development to increase parent knowledge of student's academic requirements and needs
- Informal parent support groups to assist parents with dealing with the needs of their middle school child.
- Professional Development on High School Transition, Adolescent development and Cyber bully
- Saturday ESL program for parents
- Saturday Computer Classes for parents
- Those programs will be implemented from September 2012 to June 2013
- Honor roll night ceremony
- Skedula- Real Time students report card and behavior report for parents
- Monthly Progress Report

b) staff and other resources used to implement these strategies/activities

- Teachers
- Instructional Cabinet Team
- Administrations
- Outside experts on Achieve 3000, iXL and Access Code, and Skedula

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Teachers meet three times a week during Common Prep, Grade and Subject meeting time to plan and implement the programs (Achieve 3000, iXL and Access Code, and Skedula)

d) Timeline for implementation.

- From September 2012 to June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe: Title I P/F Funding MSQI

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Parent Coordinator to plan and implement professional development Tax Levy
- Teachers to offer the Saturday classes in technology and ESL- FSF, Title III, Title I
- Guidance Counselor and SAPIS (Substance abuse prevention intervention and support) to facilitate high school transition and awareness-FSF

Strategies to increase parental involvement

- Phone-Master
- Monthly Progress Report- hard copy, email and text (Skedula)
- Report Cards to parents via hard copy, email and text messages
- Weekly Calendar
- School Website

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"> • After School Program • Saturday Academy • Achieve 3000 • Access Code • Inquiry Intervention 	<ul style="list-style-type: none"> • Small Group • Small Group • Small Group/One to One • Small Group/One to One • One to One 	<ul style="list-style-type: none"> • After school • After school • During school day • During School day • During School day <p>ELA AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Programs provide improving reading and writing through venues such as "Writing Matters," "Wilson," Spring College Board, and "Holt". We also provide after school help in ELA through programs like "Kaplan," "Sports and Arts," "Phipps," and our own extended day program. Our Saturday Academy, Holiday classes and Vacation Packets provide additional support in ELA. Test preparation for the ELA state exam is provided through our</p>

			Advisory period which allows us to have small group instruction.
Mathematics	<ul style="list-style-type: none"> • After School Program • Saturday Academy • iXL • Regents Classes • Inquiry Intervention 	<ul style="list-style-type: none"> • Small Group • Small Group • One to One • Small Group/One to One • Small Group/One to One 	<ul style="list-style-type: none"> • After school • After school • During school day • During/After School day • During School day <p>Math AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. For those students performing at level 3 and 4 their schedule includes classes in Integrated Math, this prepares these students to take the Math Regents at the end of 8th grade. Our after school programs including "iXL program" "Sports and Arts," "Phipps" as well as own extended day program provides for additional help in math. The Saturday Academy, Holiday classes and Vacation Packets also provide further help in math. Math test preparation for the state math exam is done through our advisory which allows for small class instruction.</p>
Science	<ul style="list-style-type: none"> • After School Program • Saturday Academy • Achieve 3000 • Text for Task 	<ul style="list-style-type: none"> • Small Group • Small Group • One to One • Small Group/One to One 	<ul style="list-style-type: none"> • After school- Feb to May • After school- Feb to May • During school day • During/After School day

	<ul style="list-style-type: none"> • Inquiry Intervention 	<ul style="list-style-type: none"> • Small Group/One to One 	<ul style="list-style-type: none"> • During School day <p>Science AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs and the Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Students on level 3 and 4 obtain additional help through the pull out programs and our extended day program, in order to take the Earth Science Regents at the end of 8th grade. Our after school programs such as "Kaplan," "Sports and Arts," "Phipps," and our own extended day program also provides additional support in science. Our Saturday Academy, Holiday classes, and Vacation Packets also provide further assistance in science. Test preparation for the state Science exam is done through our advisory which allows for small class instruction.</p>
Social Studies	<ul style="list-style-type: none"> • Text for Task 	<ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • During school day <p>Social Studies AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs as well as our Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Our after school programs include "Sports and Arts," "Phipps," and our own</p>

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.

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

- Highly trained Hiring Team in place. Team formed by the Principal, Assistant Principal, Math Coach, Language Art Coach, Technology Coordinator and at least two teachers from subject areas we are interviewing.
- Attend Teachers Hiring Fairs organized by the DOE
- Teacher Finder Website
- News Paper advertisement
- Interns from Colleges
- Professional Developments three times a week and four times a week for new teachers (PD periods embedded in teachers' program)
- Mentoring Plan is in place (40 periods for first year teachers in addition of the 4 pd periods during the week)
- Numerous Mini-observations (10 per teacher) utilizing Danielson Framework- TeachScape
- Formal Observations
- Monthly Walkthrough by the Designing Team (Instructional Cabinet Team, parents and teachers)
- Inter-visitation
- Out-side Professional Developments

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

**I.S. 318
PARTNERS IN EXCELLENCE
PARENT INVOLVEMENT POLICY
2012-2013**

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

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

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

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

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

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

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

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

- Parents will provide a quiet setting at home for students to complete homework; read each day to 6th through 8th grade students for 45 – 60 minutes per day and to have students in grades 6 -8 read by themselves 20 -30 minutes per day.

- Parents will communicate with their child’s teacher regarding educational needs by:
- Reviewing student homework on a daily basis, and signing work after parental review.
- attending regularly scheduled parent/teacher conferences
- Meeting/communicating with teachers throughout the school year to keep apprised of on-going student progress.
- Attending annual “Curriculum Conferences”.
- Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.
- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. Cultural heritage celebrations will assist in heightening students’ self esteem, and by having them going and helping students gain a greater appreciation of themselves and others.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at I.S. 318.
- This school parental involvement policy and the school-parent compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures found at the end of the contract/.
- This policy was adopted by the I.S. 318 on 08/27/2007 and will be in effect for the period of 2012-2013 . The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2012

**SCHOOL – PARENT COMPACT
2012-2013**

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

I.S. 318 agrees:

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

The Parent/Guardian agrees:

- To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing To use or ask for technical assistance training that he district or school may offer on child rearing practices and teaching and learning strategies.
- To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to six grade through 8th grade students.
- To monitor his/her child/Children's:
 - Attendance at school
 - Homework
 - Television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child/children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process
- To review the Student Agenda and Code of Discipline with your child/children.

SCHOOL – PARENT COMPACT

School Name: **I.S. 318 The School of Mathematics, Science, and Technology through the Arts**
The school and parents working cooperatively to provide for the successful education of the children: Agree: September 2012

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

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

Signature of Principal/Teacher
Date: _____

Signature of Parent/Guardian
Date: _____

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

As a parent/caregiver, I pledge to:

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

Parent/caregiver signature: _____

The school's responsibility

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

Student: _____

Parent: _____

Teacher: _____

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

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

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

Staff signature: _____

The parents' responsibility

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will seek information regarding my son's/daughter progress by conferring with teachers, principals and others school district personnel.
- I will attend district-wide parent conferences and visit my son/daughter's classrooms to discuss and participate in their education.
- I will participate in parent groups/activities to contribute to the decision-making process within the Dallas Public Schools.
- I will communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school.
- I will encourage my son/daughter to dress according to the district's dress code.
- I will provide a quiet place to do homework.
- I will set aside a specific time to do homework.

- I will provide study areas should be well lit and well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- I will look over homework assignments to check for understanding.
- I will be available to assist.
- I will sign and return all papers that require a parent or guardian's signature.
- I will encourage positive attitudes toward school.
- I will require regular school attendance.
- I will attend parent-teacher conferences.

Parent Signature _____

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

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

Student signature: _____

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	387	Total Number of ELLs	61	ELLs as share of total student population (%)	15.76%
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Part II: ELL Identification Process

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

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

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

1. Initial Identification

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

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

2. School Structure

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

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

3. Parent Survey and Program Selection

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							5	7	8					20
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							13	12	16					41
Total	0	0	0	0	0	0	18	19	24	0	0	0	0	61

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	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	18	10	0	2	0	0	0	0	0	20

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	0									0
ESL	4	0	1	21	3	15	16	0	10	41
Total	22	10	1	23	3	15	16	0	10	61
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	7	8					20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	5	7	8	0	0	0	0	20

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	11	15					38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	1					3
TOTAL	0	0	0	0	0	0	13	12	16	0	0	0	0	41

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Organizational Models

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

Free Standing English as a Second Language Program

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

2. Mandated Instructional Minutes

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

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

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

3. Content Areas

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

A. Programming and Scheduling Information

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

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

5. Differentiation of Instruction

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

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

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

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

Courses Taught in Languages Other than English ⓘ

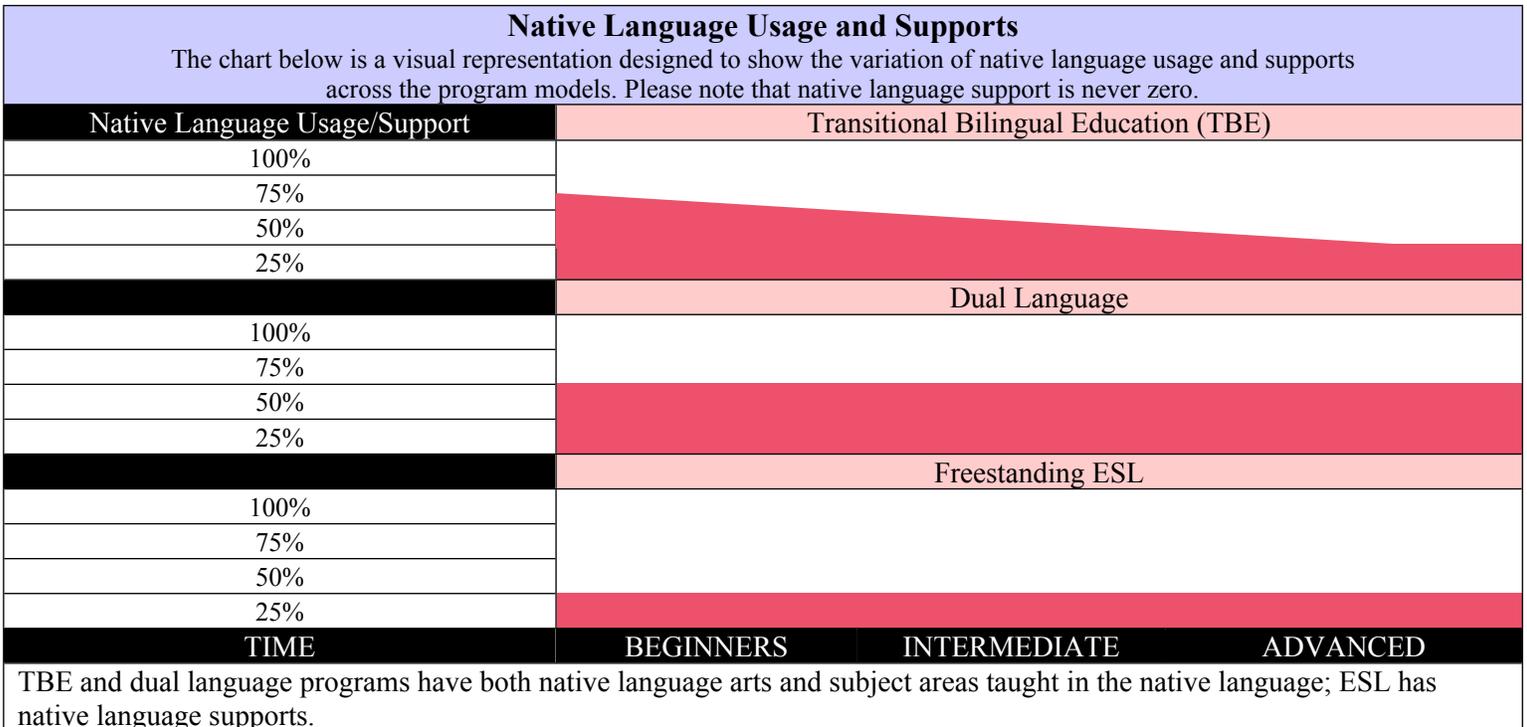
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Targeted Intervention Programs

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

9. Continuing Transitional Support

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

10. Improvements/New Programs

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

8. Programs/Services Discontinued

Currently, all services will be continued.

9. ELL Equal Access

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

10. Instructional Materials

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

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

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

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

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

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

14. Native Language Support

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

15. Required Support

Currently the support of intervention of academic and social support correspond to the age and grade levels of the ELLs.

16. Support for Newly Enrolled ELLs

The Parent Coordinator, Frank Valverde meets with the parents of newly enrolled ELLs to inform the parents of programs and services available within the community for both the student and parent.

16. Language Electives

Spanish is offered to the students in the sixth grade.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

1. Professional Development Available

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

2. Support for Transition of ELLs

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

3. Minimum 7.5 Hours of ELL Training

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

E. Parental Involvement

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

1. Parental Involvement

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

2. School Partnership

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

3. Parental Needs

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

4. Parental Involvement Activities

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P							1						

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	6	1		15
7	11	2	1		14
8	12	8			20
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		8	3	2				15
7	7		4	2	1				14
8	7	3	8	1	1				20
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	7	15	9					
Chinese Reading Test								

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

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

1. Assessment Tools

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

2. Data Patterns

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

3. Patterns Across Modalities

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

4.

a. We have students who continue to be ELLs because they are not passing the NYSESLAT. We have long term ELLs who have been advanced for over two years and have not been able to meet proficiency. ELLs in both the TBE and ESL program fair about the same on either the Native Language Exam or the english exam.

b. Application of ELL Periodic Assessments

Based upon the ELL Periodic Assessments, the teachers and school leadership team have decided to provided the students with direct instruction on skills that are in deficit. Students will continually be assessed until 85% success rate is obtained with each skill.

c. Periodic Assessment Analysis

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

5. N/A

6. Evaluation of Success of Programs

I.S. 318's bilingual and ESL programs will be continuously evaluated throughout the 2011-2012 academic year using the eight principles of the Continuum for Academic Rigor and Excellence (CARE) instrument. Using this instrument, I.S. 318's first objective is to devise a Language Allocation Policy (LAP) that can be implemented immediately. The LAP will allow the bilingual staff to uniformly ensure the academic success of their students in both Spanish and English. It will also allow room for modifications based on the changing needs of the bilingual population served.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: IS318 **School DBN: 12X318**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: IS318**School DBN: 12X318****Signatures of LAP team members certify that the information provided is accurate.**

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

Translated information will be distributed through:

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

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

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

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

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

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



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Brenda Garcia

Borough: Bronx District: 12 School Number: 318 School Name: School of Math,Sci and Tech

Cluster Leader: Jose Ruiz Network Leader: Rudy Rudnarain Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 1/17/13 Senior ELL CPS: Brenda Garcia Additional Comments:		