



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SCHOOL OF MATHEMATICS, SCIENCE AND TECHNOLOGY THROUGH
THE ARTS

DBN (i.e. 01M001): 12X318

Principal: MARIA LOPEZ

Principal Email: MLOPEZ9@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: RUDY RUPNARAIN

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maria Lopez	*Principal or Designee	
Jason G. Brown	*UFT Chapter Leader or Designee	
Maria Gil	*PA/PTA President or Designated Co-President	
Allison Menifield	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Paula Plaskett	Member/ DC 37 Representative	
Hector Molina	Member/ DC 37 Representative	
Frank Valverde	Member/ DC 37 Representative-Parent Coordinator	
Claudette Carroll	Member/ UFT Representative	
Josefina Rodriguez	Member/ UFT Representative	
Lisette Rodriguez	Member/ UFT-Representative-Co-Chairperson	
Melissa DelliPaoli	Member/ CSA Representative	
Gladys Ortiz	Member/ DC 37 Representative	
Pamela Doodnauth	Member/ Parent	
Tamika Salichs	Member/ Parent	
Zoila Ortega	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	a) A major recommendation with HEDI rating
	b) Statement Of Practice (SOP) selected aligned to the goal
	c) A goal aligned to the major recommendation
	d) Instructional Strategies section, A-E for each strategy or activity that supports the goal
	e) Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 12X318

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	334	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	12	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	90.6%	% Attendance Rate		87.2%	
% Free Lunch	92.2%	% Reduced Lunch		6.2%	
% Limited English Proficient	16.8%	% Students with Disabilities		24.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		31.3%	
% Hispanic or Latino	66.6%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	2.1%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	11.55	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	3.2%	% Teaching Out of Certification		25.2%	
% Teaching with Fewer Than 3 Years of Experience	22.6%	Average Teacher Absences		7.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.0%	Mathematics Performance at levels 3 & 4		4.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		26.9%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

As per most recent Quality Review on 3-14-2013

What the school does well

School leaders and faculty align curricula to state standards emphasizing reading and writing across the curricula in all subject areas which promotes college and career readiness in all grades. (1.1)

o Curricula has been aligned to the Common Core Learning Standards (CCLS) and is evident in the use of non-fiction text with writing tasks demonstrating references to the text, and appropriate academic vocabulary. For example, in the 7th grade students were given a choice as to if they wanted to write an argumentative or opinion piece on the varied effects on health and civic freedoms after reading various texts on the medicinal use of drugs that at one time were deemed to be dangerous or unlawful. During class and group discussions students referred to their texts and made connections to their own experiences. As result, student work products throughout the school demonstrates high levels of student engagement and writing products show understanding of subject matter. In addition writing protocols and use of grade appropriate text to respond to questions that go beyond recall prepares students for college and future careers.

o Across all classrooms there are Ells, teachers plan their lessons so that all English Language Learners (ELLs) achieve the learning objectives through the use of computer programs such as ACHIEVE 3000, and ACCESS, laptops, dictionaries, and materials in their own language in order for them to engage in the work and be able to do the task. In addition during group work ELL students work with a learning buddy that they are assigned. As a result of this planning, use of differentiated strategies and instructional tools all learners are able to produce meaningful work products.

Teaching practices are aligned to a coherent set of beliefs which is based on the Danielson framework that meets the needs of diverse learners so that they produce meaningful work products. (1.2)

o All teachers believe that students learn best when lessons are taught using the point of entry model (POEM) whereby students have varied opportunities to work independently and in groups to produce meaningful work. The school prioritizes teaching strategies such as the use of depth of knowledge (DOK) questions to raise the levels of student discussions using accountable talk. Specifically, they use content vocabulary and text to argue or prove that what they have learned and validate opinions with evidence from the text. These strategies help a variety of learners including Ells and SWDs by engaging them in extensive vocabulary building and allowing them to participate at their own level throughout lessons. For example, in some classes students had to prove a mathematical theorem. Students worked in groups using various strategies based on readings from some texts. Additionally teachers use various questions to help ELLs to derive correct answers. As a result, all students were engaged and producing work products that show high levels of thinking, regardless of their entry point due to the strategic use of questioning.

The leadership makes strategic organizational decisions that align to the school goals and structures the school's schedule so that teacher teams meet regularly, which improves student achievement. (1.3)

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o The school strategically uses its resources to provide varied technology, reading and writing programs and materials that aid teachers to meet diverse student academic needs. Additionally, all teachers have laptops that they use to collect student data and analyze at weekly teacher team meetings. Skedula, a student class work and assessment tracking program that allows parents access to their child's assignments, grades and projects is also used to improve timely communication with parents. This has helped to improve student achievement as evidenced in periodic, unit and monthly assessments. All Ell and SWD classes have laptops and programs such as ACCESS and ACHIEVE 3000 that target the needs of these diverse learning groups. All students have access in school and at home to a mathematics program, IXL, which allows students to work at their own pace, with incentives for improvement. As a result of these decisions regarding resources, teachers and students feel greatly supported by the leadership and the impact on teaching and learning is evidenced in the high levels of student

engagement and quality of student work products.

o Teacher teams meet weekly to analyze data on student work products to revise and improve delivery of instruction. Teacher teams use the CCLS tasks to engage students in challenging tasks to meet the school goals to increase rigor in all subject areas, with an emphasis on developing writing stamina in all subject areas. For example, in the bilingual class students were studying the history of PI in math using the same tasks as the English language math classes, but with the use of varied text in Spanish. As a result, the bilingual students have access to the same curricula which is a result of the teacher collaboration on tasks within the teacher teams.

Teacher teams use on-going assessments and grading practices to analyze performance data to inform their teaching at the class and team level which results in increased student academic outcomes.(2.2)

o Teachers develop common assessments in all subjects and students are assessed every month. Teacher teams share the data with the leadership to analyze school and class progress towards goals. The leadership uses the data to provide actionable feedback for teachers and students regarding achievement of goals. As a result teachers revise their teaching strategies, methodology and activities in response to areas in which students had difficulties or targeted instruction is needed, and student goals are revised to reflect these changes.

o Across classrooms teachers periodically check student work, ask questions, and have students explain their understanding of a topic or instructions to ensure that students are on target. In many classes, students were giving feedback to peers, revising student work and reflecting on their own work using rubrics and checklists. As a result, teachers use checks for understanding and peer reviews to adjust tasks, instructions and the delivery of lesson so that all students learning needs are met.

Describe the areas for improvement in your school’s 12-13 SCEP.

As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 5 recommendation section- First bullet

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.

As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 5 recommendation section- bullet # 7

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.

Describe the barriers and challenges encountered while developing and implementing your school’s 12-13 SCEP.

A major challenge in the implementation of our schools SCEP was the limited in number of teachers allocated to the school (due to register loss or different issues)provoking some classes to be oversized. Also, another challenge was the difficulty in finding highly qualified teachers for those areas with restriction, (Regular Mathr) causing some classes to start without an official teacher.

Describe the degree to which your school’s 12-13 SCEP was successfully implemented.

The success of the SCEP started off with the SLT’s, Parents, students’ feedback as well as feedback from the staff and the administrative cabinet. All constituencies agreed that these areas of concerns needed to be addressed in order for the school to succeed. In addition, it was evident that the SCEP attributed to the school’s success as evidenced by the ‘Proficient’ with ‘Well Developed’ features the school received on the 2012-13 Quality Review. Our school was recipient of an ‘A’ rated on our recent Progress Report 2012-2013 where our students performed better than 81.3 percent of Middle schools. The 2012-13 Progress Report also shows successful implementation of activities outlined within our SCEP.

Were all the goals within your school’s 12-13 SCEP accomplished?	X	Yes		No
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If all the goals were not accomplished, provide an explanation.

N/A

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The anticipated barriers in developing the SCEP are expected within the timing of the budget allocations. Funding sources are limited preventing us from reducing class size and the ability to hire highly qualified teacher in the hiring restriction areas such as Regular Math or regular Reading teachers.

List the 13-14 student academic achievement targets for the identified sub-groups.

I.S. 318's goal is to continue improving academic performance, primarily, in self-contained Special Education classes and ELLs. Based on the 2012-2013 state exams, self-contained Special Education classes were the lowest scoring sub-group as compared to the other subgroups. An additional learning target is to increase the reading level of all students so that they are reading on grade level by the time they graduate from 8th grade. To obtain this , we will establish a new Digital Independent Reading (LightSail) program to individualize students by lexile

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate the academic achievement targets outlined within the school's SCEP with staff and the community through staff conferences, email blasts, news bulletins and school leadership team meetings, school website, phonemaster, weekly calendar, school broadcasting system, Skedula, Monthly Progress Report.

Describe your theory of action at the core of your school's SCEP.

The theory of action at the core of our school's SCEP is based on taking the recommendations for improvement from the Quality Review (2013), NYSED quality Review of 2012-2013, School Progress Report 2012-2013, School self-assessment, Daily Walkthrough, Feedback from our Professional Learning Community and the analysis of our students work.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for executing our theory of action is based on integrating the best practices from Harvard University courses, National Common Core Conference, successful urban schools and incorporating feedback shared from the Superintendent, MSQI, (Middle School Quality Initiative), Network, and other educational support staff to continue to improve instructional practices and systems within the school. All strategies will be quantitatively tracked by school leaders and the Professional Learning Community formed by staff to measure progress.

List the key elements and other unique characteristics of your school's SCEP.

The key elements within our SCEP are our strategically developed goals, the pre-planned activities, the utilization of technology to engage students at all level, the amount of time available to teachers for planning (five 43 minutes per week) and the cohesive and fidelity to our curriculum will help us to accomplish each goal.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

All activities aligned to our goals will be tracked using school created tracking tools and city and state data reports to monitor the school's progress. In addition, we will the ADA, (Assessment Data Analysis- Common Monthly Assessment), DRP, Achieve 3000 in LA, and Sci, the Access Code, Write to Learn, Power Speak data to track the utilization of the programs by students and teachers and the effectiveness of it in the improvement of our students

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

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.

As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 5 recommendation section- First bullet

- 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.

As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 5 recommendation section- bullet # 7

- 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.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Instructional strategies/activities:

1. Implementation of the DRP to determine students reading level
2. Implementation of an Electronic Independent Reading Program as well as paper back
3. Implementation of Reading Program such as Access Code (electronic decoding program for lower level students), Achieve 3000 to improve the reading skills of students at all level, Write to Learn to improve the writing skills at all level, Power Speak to improve ELLs as well as Non-Spanish speaking students, Continue the implementation of Word Generation to improve the vocabulary of all students and parents
4. Utilize Assessment Data Analysis (ADA) Form to modify instruction based on individual student and group needs
5. Schedule common planning time and allocate different professional developments to enable ELA staff to conduct data analysis to identify skills areas of ELA weaknesses of Levels 1 and 2 students and teachers' professional needs
6. 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.) and require ELA teachers to develop, implement, and document progress on intervention plans for students at Levels 1 and 2
7. Provide access to technology-based intervention programs to Levels 1 and 2 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
8. Utilization of the Code X Program school wide (Funding from Fair Student Funding)
9. Supplies and T-shirts for Professional Development for Parents and Students. T- Shirt for Cheer Leaders and students who parents cannot afford to buy uniform. In addition, trophies for 8th grade students as well as AVID (Advance Via Individual Determination) and Honor roll Students. In addition, snack for Parents Meeting.

• **Key personnel and other resources used to implement each strategy/activity**

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

1. ELA Coach and teachers
2. Instructional Lead Teachers and technology Coordinator
3. Language Arts teachers, administration and Spanish Teachers
4. Professional Learning Community Team and administration
5. Instructional Cabinet (Professional Learning Community- Sci, SS, Tech, La teachers , LA Coach, Math Coach, Principal, and Assistant Principal) and programmer
6. MSQI Initiative and ELA teachers
7. All Faculty
8. Language Arts Teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

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.

1. DRP- Three times a year- administered and analyzed by teachers during professional developments
2. Weekly assessment and it will self-adjusted based on student's improvement
3. 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
4. Review of ADA forms for Level 1 and Level 2 students, ADA- Assessment Data Analysis (Monthly assessments developed by teachers and based on the Thematic Units of our Atlas Curriculum Map
5. Results of Acuity or Scantron periodic assessment and teachers' effectiveness on different skills and activities
6. Review of formative classroom assessments conducted by ELA teachers and the intervention given to each child
7. Review of progress indicated by intervention plans and measured using program indicators (Achieve 3000, Performance Series, Acuity and Scantron)
8. Review of The Code X assessment unit results.

• **Timeline for implementation and completion including start and end dates**

1. DRP- Three times per school year (Sep, January and May)
2. Weekly and the program self-adjusted based on the student' progress
3. 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, Power Speak- Daily- Self Adjusted based on students weakness and strengths
4. ADA- Assessment Data Analysis (Monthly assessments developed by teachers and based on the Thematic Units of our Atlas Curriculum Map
5. Professional Learning Community and Common Planning Time every day for 45 minutes
6. Teacher-students daily conferencing or as needed
7. Four periods per week
8. Eighth 43 minute- periods per week

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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).

1. Full time Language Arts Coach to support all the teachers (Who will be available to do Professional Development with the teachers five days a week)
2. Four extra Periods of Independent Reading every week via LightSail (Digital Library). iPad2 Literature Program to individualized students during first period every day to enhance reading skills and DRP
3. After School Program for level 1 and 2 students from Oct 2013 to April 2014- Tue, Wed and Thru from 2:50pm to 5:00pm
4. Saturday Academy for ELLs, Special Ed. and all level 1 students in grades 6-8 (6 teachers x 6 hours x 6 sessions – per session; 2 supervisor x 7 hours x 6 session – per session) (Workbooks will be provided to students). The workbooks purchased were Kaplan keys 6, 7 and 8th grade. We also purchased Kaplan Test Companion New York grade 6, 7 and 8th. New York Ready ELA Instruction and Practice Set for 6th, 7th and 8th grade. These workbooks wee distributed to each child for the AIS Period that they receive every Tuesday and the After School Program that they receive Monday though Friday from 2:50 pm to 5:00 pm.
5. Individualized students assessment and diagnostics utilizing ADA (Assessment Data Analysis)- Monthly based on the unit . Monthly assessment administer by all teachers at the end of each unit from Sept to June. Saturday Academy – from Oct 2013 to April 2014 from 9:a.m to 12:00pm. Academic Intervention Program via Circular 6R. Too develop the ADA, we spent \$ 900 in supplies where we purchase the papers and ink to produce the ADA every month.
6. Every day for 45 minutes. Time is embedded in each teacher schedule-
7. Daily teacher –students conferencing or as needed.
8. We do independent Reading four periods per week, meaning 43 minutes Tuesday to Friday. We will utilize software- LightSail.
9. Eighth 43 minutes-periods per week and we will utilize textbooks, workbooks and teachers

Budget and resources alignment

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

6. Fair Student Funds for regular teachers to support Level 1 and 2 students
7. Funding from NYSTL Software; (Funding for Per Session from Fair Student Funding)
8. Fair Student Funding

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
MSQI											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Major Recommendation

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

As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 5 recommendation section- bullet # 5

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.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

a) 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,

1. Align our mathematics curriculum map to the Common Core State Standards (Funding from Title I SWP)
2. Utilize Assessment Data Analysis (ADA) Form to modify instruction based on individual student and group needs
3. 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 and to support the implementation of academically rigorous differentiated instruction in mathematics classes (Funding for Math Coach from Title I SWP)
4. Math coach pushing into lower level mathematics classes
5. 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.) and Require mathematics teachers to develop, implement, and document progress on intervention plans for students at Levels 1 and 2
6. Select and purchase appropriate instructional materials that are aligned to the common core standards to address student needs identified by data analysis
7. Provide access to technology-based intervention programs to Levels 1 and 2 students during and after the school day, including iXL, Measuring Up, Acuity and Scantron (Performance Series) item bank practice materials (Funding from NYSTL Software)

B. Key personnel and other resources used to implement each strategy/activity

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

1. Math Coach and Math teachers
2. Professional Learning Community Team and Instructional Lead Teachers. Using copies, technology and binders
3. Instructional Lead Teachers, Professional Learning Community Team, and programmer
4. Math Coach
5. Instructional Lead Teachers, Professional Learning Community Team- Sci, SS, Tech, La teachers , LA Coach, Math Coach, Principal, and Assistant Principal), after school program
6. MSQI Initiative, Math workbooks, textbooks and software
7. All faculty, technology coordinator and software

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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.

1. Daily as needed based on Common Core Task requirement and students assessment
2. ADA- Assessment Data Analysis (Monthly assessments developed by teachers and based on the Thematic Units of our Atlas Curriculum Map
3. Daily Professional Development to all teachers for 45 minutes to improve teachers' educational skills

4. Part time Math Coach to support those math teachers in need of help and to demonstrate good practices
5. Professional Learning Community Team will develop and administer academic intervention five days a week or as needed. In addition, every Tuesday during period 8th all students will receive intervention as needed.
6. Math work books, text books, manipulative and software
7. Lexile Growth from the Achieve iXL- computerized program- program self-adjusted based on students weakness and strengths and utilized by teachers to modify instruction and software every day during, before and after school.

D. Timeline for implementation and completion including start and end dates

Timeline for implementation.

1. Daily as needed from September to June
2. Monthly from September to June
3. Every day, Monday to Friday for one period of 43 minutes from September to June
4. Ten Periods of 43 minutes every week from September to June
5. Five days a week or as needed. In addition, every Tuesday during period 8th all students will receive intervention as needed.
6. From September to June as needed
7. From September to June before, during and after school program.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Part time Math Coach, Professional Planning time, Atlas- electronic curriculum mapping-software to support all the teachers and our curriculum
2. Professional Learning Community Team, Planning Time, Copies, Electronic devices, binders, Professional Lead Teachers and Administrators (Individualized students assessment and diagnostics utilizing ADA (Assessment Data Analysis)
3. Professional Lead Teachers, Professional Learning Community Team, and Programmer
4. Part-time math Coach two days a week to support Math Department
5. After School Program for all Bilingual Students as well as all level 1 and 2 students. In addition, Academic Intervention Program –School wide every Tuesday during Period 8th. Saturday Academy, Sports , Arts School Foundation, and Academic for At risk students (The Academic Advantage.) The after school program will run three days per week (Tuesday, Wednesday and Thursday from 3:00pm to 5pm for 20 weeks. This program will be taught by two teachers and the amount invested in this after school program will be (2 teachers X 2 hours X 3 days per week per 22 weeks= (2 x 2 x 3 x 22 x 41.98 = \$ 11, 082.72 . The program will begin on October 5, 2013 and will end on March 15, 2014. In addition, we also have a Saturday Academy that will be in effect every Saturday from 9:00 to 12pm from October 2013 to March 1st. 2014. The Saturday Academy will be done by six teachers. The amount invested in this Saturday Academy is as follows: 6 teachers X 3 hours X 1 day per week per 20 weeks at \$ 41.98 rate = (6 x 1 x 3 x 19 x 41.98 = \$ 14,357.16 . The Saturday Academy program will begin on October 5, 2013 and will end on March 1st, 2014. Finally, \$ 60.12 will be invested in supplies to purchase copy paper for students assessments.
6. Math work books, text books, (NY Ready Math Instruction and Practice Set for 6th, 7th , and 8th grade students) manipulative and software (iXL and Measuring Up) to be utilized eighth time per week for 43 minutes each period.
7. Software using iPad2 Program after school and during the school day to enhance mathematics skills,iXL online program to improve mathematics skills, Measuring up, and integrated material to be utilized at school as well as at home.

Budget and resources alignment

- Fair Student Funding, NYSTL software to fund staff and software for electronic curriculum mapping
- We used Fair Student Funds to purchase supplies and software necessary for the phone-Master, and Website, binder, copy, paper and ink
- Fair student funding to be able to allocate time for teachers to plan. Time embedded in teachers' schedule. NYSTL Hardware for computers
- Title I School Wide Program
- Fair Student Funding, 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 Funding

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Major Recommendation							
<ul style="list-style-type: none"> Cite the Major Recommendation from your QR intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. 							
As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 12 recommendation section- bullet # 4							
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. As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 6 recommendation section- bullet # 1 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 TeachScape 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 TeachScape program to identify PD needs of teachers. The school leaders should review the school's table of organization and identify teachers who are							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	6 Bullet # 1	HEDI Rating:	Effective

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers self-assess on twenty two of the NYC- 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)
2. Establish the role of the Instructional Cabinet Team in developing, planning, implementing, supporting, and assessing the efficacy of coherent Professional Learning Community activities during the school year integrating Danielson Framework
3. The develop and implementation of effective Professional Learning Community
4. Identify differentiated 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.
5. 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)
6. Throughout the 2013-2014 school year, our Professional Learning Community will engage in thematic unit development and common lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
7. During the 2013-2014 school year, the Professional Learning Community as well as the Instructional Cabinet Team will conduct 'Aim' , Task and Question walks while monitoring progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the I.S. 318's Observation tracking tool.
8. Use informal and formal observations to document teacher mastery of those "next steps" as measured by the Danielson Framework using Teachscape as well as Advance

B. Key personnel and other resources used to implement each strategy/activity

1. ELA and Math Coaches, software from Fair Student Funding
2. Instructional Lead Teachers, Professional Learning Community Team, and administrators- Fair Student Funding
3. Instructional Lead Teachers, Administration- Fair Student Funding
4. Instructional Lead Teachers, Professional Learning Community Team, Administration- Fair Student Funding
5. Professional Learning Community Team, Instructional Cabinet (Professional Learning Community- Sci, SS, Tech, La teachers , LA Coach, Math Coach, Principal, and Assistant Principal), Software
6. Professional Learning Community, Instructional Lead Teachers-MSQI Initiative- MSQI, Fair Student Funding
7. Teacher Improvement Coach- Talent Coach, CIE Initiative, Network Support, Professional Learning Community Team, Instructional Lead Teachers
8. Network Support, Administration and other Support Universities and Institutions

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Review of teacher –developed units of study on ATLAS, 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
2. Review of ADA, Assessment Data Analysis, conferencing, grouping and teachers as well as students' progress by unit
3. Common Planning time and professional Learning Community Time will be provided to teacher in order to collaborate, develop thematic units and analyze students' data. Professional development will be offered as per teachers' needs based on teachers' surveys, walkthroughs and observations
4. 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. And Professional development will be adjusted as teachers needs
5. Teacher self-assessments on one of the Danielson Framework Components, Teacher self-assessment utilizing the individual License they have via Teachscape, Teacher self-assessment utilizing Advance and teacher will measure the ability to develop the electronic curriculum mapping, ATLAS.
6. Review of the Thematic Units developed by teachers, lead teachers and administrators making sure it is aligned to the CCLS
7. Data analysis of the different walkthroughs on tasks, questioning techniques, rigorous instructions and teacher progress through the use of TeachScape and ADVANCE and Evidence of professional growth as measured by Charlotte Danielson Framework for Teaching
8. Review of informal and formal supervisory observation calendar and reports on Teachscape.com and ADVANCE for each teacher with delineated steps for progress

and movement to the next level

D. Timeline for implementation and completion including start and end dates

1. Continue the review and implementation of the twenty two elements of Danielson Framework with the staff starting from September 2013 to June 2014
2. Continue providing Professional Development on Danielson Framework during Subject Area meetings on Monday PD meetings as well as grade and subject area meetings. (Five times per week)
3. Principal and Assistant Principal to meet with all instructional Lead Teachers as well 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. Conversations will be to discuss all formal observations as well as many times as needed to discuss teachers' strengths and weakness). Thus, appropriate PD will be designed as per teachers' needs
4. Every week the Instructional Cabinet Team will revise the teachers' professional needs and based on that will adjust the Professional Developments needed.
5. Every week teachers as well as administrators and Instructional Lead Teachers will review the Curriculum Mapping to ensure the accuracy and alignment of it to the CCLS
6. Once a month Principal, Assistance Principal and Instructional Lead Teachers will do a Thematic Units and Lesson Plan Units Clinic to evaluate the alignment of all the Department with the CCLS, the school tasks objectives and the consistency across departments as well as school-wide
7. Weekly or as needed review the ability of teachers to apply Danielson’s rubrics when planning instructions, tasks, assessments, questions and conferencing with students
8. Weekly or as needed Principal and Assistant Principal to meet with individual teachers and discuss formal as well as informal observations of teachers practices based on Danielson’s Framework with period for feedback no greater than 20 days

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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).

1. Continue implementing Danielson Framework to the staff starting from September 2013 to June 2014 using FSF, NYSTAL Software money (TEACHSCAPE)
2. Provide Professional Development on Danielson Framework during Subject Area meetings on Monday PD meetings as well as grade and subject area meetings. (Five times per week) using FSF, Title I SWP
3. 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). FSF
4. 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 -FSF, Title I SWP
5. Teachers will meet five times a week for 43 minutes to develop their curriculum mapping, analyze data, discuss students needs and instructional adjustment. Those meetings will be by academic, department, grade and as a common planning time . This time is embedded in every teacher' program, goes from September to June and it is funded with Circular 6R as well as FSF.
6. Continue review of Thematic Units five times a week funded with circular 6R as well as FSF
7. Weekly or as needed review of Tasks, thematic units, lesson plans, questioning techniques, rigors of the lesson, and alignment with the CCLS and Danielson Framework.. Funded with FSF, Title I SWP, NYSTAL Software
8. Daily or as needed, Principal and Assistant Principal will do formal and informal observations on all the staff and in less than 20 days it will be reported in ADVANCE. Funded with FSF, NYSTAL Software and Title I SWP.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

MSQI

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

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.

As per our most recent State Quality Review dated May 8 and 9 of 2012- Page 7 recommendation section- bullet # 2

Indicated that School leadership should provide teachers with ongoing PD support to enable them to implement the PBIS program effectively and consistently and ensure students have a clear understanding of expectations for appropriate behavior. School leaders should monitor teachers’ continued integration of the PBIS program through regular formal and informal observations

Review Type:	QR	Year:	2012-2013	Page Number:	7 Bullet # 2	HEDI Rating:	Effective
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

Annual Goal #4

By June 2014, school leaders will improve the school’s learning environment by having 100% of the Faculty to walk all the students from one class to the next and implementing an anti-bullying curriculum in all grades to decrease the number of students in the hallways and respect for all by 90% as measured by formal and informal observations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 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
- Promote excellent conduct in all classes, hallways and all locations through the school wide incentive PBIS

B. Key personnel and other resources used to implement each strategy/activity

1. Professional Learning Community (Teachers and Lead Teachers), FSF
2. Administration, Instructional Lead Teachers, FSF, Title I SWP
3. Support Staff, FSF, SAPIS, Title I SWP
4. PBIS Coordinator, FSF
5. Education Trips, FSF, Title I SWP
6. Incentives- Bear Buck, FSF
7. School Store, FSF, SAPIS
8. All staff, FSF, Title I SWP, SAPIS

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. SISS Software monthly review
2. Professional Development Agendas, Instructional Cabinet Team
3. PD offered by the Guidance Counselor and Circular 11 revised by the PBIS Coordinator with input from all faculty
4. Agendas of Monthly Assembly and resources utilized for it
5. Data from teachers survey
6. Data from students survey
7. Review and analysis of the bullying incidents school-wide as well as analysis and update of Anti -Bulling Curriculum
8. Review of all suspension and behavior incidents school wide as well as reduction of Circular 11

D. Timeline for implementation and completion including start and end dates

1. Monthly review and update of Discipline Policy , from Sept 2013 to June 2014
2. Monthly Pd and monthly incentive from Sept to June
3. Monthly Review of Guidance schedule and intervention from Sept to June
4. Monthly Assembly from Sept to June
5. Review ,assessment and adjustment of staff feedback and input every five months
6. Review, assessment and adjustment of students feedback and input every five month
7. Monthly evaluation of Anti-bulling curriculum from Sept to June
8. Daily observation of school environment from Sept to June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Service and program coordination

1. Available at all time to Deans as well as Faculty- FSF, SAPIS, TL ARRA RTTT, Title 1 SWP, AIDP
2. Once a month during the first Monday of each month from Sept to June. See Galaxy 2013-2014. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc
3. Once a month during the first Monday of each month from Sept to June. See Galaxy 2013-2014. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc
4. Once a month from 2:00pm to 2:50 pm FSF See Galaxy 2013-2014. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc
5. Every five months during the second Monday while in Common Planning Time. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc
6. Every five months during the second Monday while in periods eight. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc
7. The last Monday of each month during Instructional Cabinet Team on Monday from 1:30pm to 2:50pm. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc
8. Every day by informal observations. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	X	Tax Levy	Title IA	Title IIA	X	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

AIDP, Title 1							
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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.

As per our most current NYC Learning Environment Survey 2012- Page # 5 – Parents Communication Section- Question # 9, 30 % more of the parents should receive information on services for their child or themselves such as: tutoring, after school programs, or workshops they can attend to help their child? (7)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5 Question # 9	HEDI Rating:	Effective
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

Annual Goal #5

- 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 2014 we will increase our Parent Involvement by 10% as evidenced through parent participation attendance records in school workshops, meetings, and/or trainings.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- Align school instruction with home instruction utilizing iLearn the research based blended instruction, Achieve 3000 in LA as well as Science, iXL for Mathematics, Access Code, Power Speak, Measuring Up (Funding from Fair Student Funding, NYSTAL Software)
- Provide professional development to increase parent knowledge of student's academic requirements and needs (HS, Middle School Transition, Adolescent development, cyber bully)
- Skedula-Facilitating parents access to child' s monthly behavior and instructional progress report information in real time
- Saturday ESL and Computer Classes program for parents

5. Honor roll night ceremonial
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Staff and other resources used to implement these strategies/activities, See Galaxy 2013-2014. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc Instructional Cabinet, Professional Learning Leaders, Professional Learning Community -. See Galaxy 2013-2014. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc Administrations- FSF, Title I SWP Technology teacher, Parent Coordinator. See Galaxy 2013-2014. Budget codes such as TL FSF, Title 1 SWP, etc Administrations- Professional Learning Leader FSF, Title I SWP
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Quarterly targets will be set to evaluate and monitor how often parents are using the programs Look at monthly attendance of parent Professional Development activities as well as parent attendance to Parent Teacher Conference and Monthly PTA meeting Twice a month check the usage of teacher, student and parent use of the programs as well as the number of parent registered and log in to our Skedula program Look at monthly attendance of parent to ESL and Computer classes Look at monthly attendance of parent daily, nights activities as well as the number of parents and students participating in the school-wide incentive nights
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> One period per week or as needed from Sept to June From September to June Once a month, the 3rd Wednesday of each month in the morning from 11:00 to 12pm and in the afternoon from 5:00pm to 6:00pm from Sept to June Once a month, during the last Friday of each month from Sept to June Every Saturday from 9:00 a.m to 12:00 pm - January to June Every two months from October to June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Instructional Cabinet Team, Professional Learning Community and Parent Coordinator facilitate, implement and monitor the alignment of all these programs within the school and the parents. FSF, Tax Levy, Title I SWP, Title III, Sapis, ARRA etc Parent Coordinator, PA, Guidance Counselor, SAPIS will facilitate Professional Development to parents. Guidance Counselor and SAPIS (Substance abuse prevention intervention and support) to facilitate high school transition and awareness-FSF, Strategies to increase parental involvement FSF, Title I SWP, NYSTAL Software Monthly Progress Report- hard copy, email and text (Skedula),Phone Master, email and text messages, Weekly Calendar, School Website ,Skedula- FSF, Title I SWP, NYSTAL Software Teachers and Parent Coordinator to offer the Saturday classes in technology and ESL- FSF, Title III, Title I Administrations, teachers, Parent Coordinator and Pa organize ceremonies for all the Honor roll students and their parents during breakfast as well as night using FSF, Title I SWP etc.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
MSQI										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<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 Advisory period which allows us to have small group instruction.</p>
<p>Mathematics</p>	<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</p>

			<p>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>
<p>Science</p>	<ul style="list-style-type: none"> • After School Program • Saturday Academy • Achieve 3000 • Text for Task • 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- Feb to May • After school- Feb to May • During school day • During/After School day • During School day • Science AIS programs are offered throughout the week through pull out programs. We also provide AIS through our After School programs and the Saturday Academy classes. These programs are offered to all levels of students' performance including those at risk. Students on level 3 and 4 obtain additional help through the pull out programs and our extended day program, in order to take the Earth Science Regents at the end of 8th grade. Our after school programs such as "Kaplan," "Sports and Arts," "Phipps," and our own extended day program also provides additional support in science. Our Saturday Academy, Holiday classes, and Vacation Packets also provide further assistance in science. Test preparation for the state Science exam is done through our advisory which allows for small class instruction.
<p>Social Studies</p>	<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

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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**
- **New teacher training program conducted by Principal, Assistant Principals, Coaches, Department Chairs and retired Principals (Mentors)**
- **Buddy teachers and special emphasis on classroom intra-visitations**
- **A program schedule that builds common planning time, departmental conferences, and grade conferences**
- **Use of ARIS Learn to promote online teacher professional development**
- **Use of teacher text such as "Teach Like a Champion" to promote specific classroom/teaching practices**
- **Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions**
- **Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis**
- **Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits**
- **Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework**
- **Monthly staff meetings to address teaching practices and data awareness**
- **Attend teacher fairs to recruit teachers or other pedagogues**
- **Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members**
- **"Aim and Hook" collections to ensure high quality questioning and planning of classroom lessons**
- **Webinars and tutorial resources based on ARIS Learn**

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Harvard University , Columbia , MSQI, and National Common Core Professional Development for Principal
2. ELI workshops, MSQI, Common Core, Network for Assistant Principals
3. Instructional Rounds hosted by the Instructional Cabinet Team, Network, Fordham, MSQI
4. Instructional Leads trainings hosted by the Principal, Assistant Principal, Instructional Cabinet, Network, Fordham, MSQI

5. Principal led Professional Development for Assistant Principals, Instructional Cabinet Team, Teachers and Support Staff
6. Central led Professional Developments
7. Lincoln Center for the Arts, AVID, PBIS training for all staff and faculty
8. MSQI training for administrators and teachers
9. Teachers Turn keys to Professional Learning Community
10. Professional Learning Leaders lead Professional Development to Professional Learning Community

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

I.S. 318 will partner will MSQI, Sports and Arts, 21st Century and T.A.S.C. during the 2013-2014 school year.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

N/A

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Parent Involvement Policy (PIP) Template

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

September 19, 2013

Title I Parent Involvement Policy and Parent-School Compact for I.S. 318, School of Mathematics, Science and Technology through the Arts

Section I: Title I Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore I.S. 318 *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. I.S. 318's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. I.S. 318 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

I.S. 318's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the I.S. 318 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, I.S. 318 will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

Translate all critical school documents and provide interpretation during meetings and events as needed; and

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

- *During Open School Week (November), parents will be invited to participate in classroom activities such as ARIS, S.E.S. (Supplemental Educational Services), Common Core, Skedula, and workshops. School-wide Spelling Bee.*
- *Computer workshop for 6th graders, January, 2014*
- *Computer workshop for 7th & 8th graders.*
- *High School Selection Workshop*
- *Graduation requirements*
- *Career Day May, 2013 all students*
- *Field day, September 2013 and June 2014.*
- *Staff will present pertinent curricula information to parents as follows: Instructional focus at monthly P/A meetings and Monthly SLT (School Leadership Team) meetings. Principal's weekly, phone master phone and text parent communication.*

I.S. 318 will further encourage school-level parental involvement by:

Holding an annual Title I Parent Curriculum Conference;

Hosting educational family events/activities during Open School Week and throughout the school year;

Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

Supporting or hosting OFEA District Family Day events;

Establishing a Parent Resource Center or lending library; instructional materials for parents.

Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

Encouraging more parents to become trained school volunteers;

Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand; Through principal's weekly, monthly progress reports, access to SKEDULA, ARIS, PHONEMASTER CALLING SYSTEM.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Section II: School-Parent Compact

I.S. 318, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. I.S. 318 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

Using academic learning time efficiently;

Respecting cultural, racial and ethnic differences;

Implementing a curriculum aligned to State Standards;

Offering high quality instruction in all content areas; and

Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and

Planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by: Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

Supporting parental involvement activities as requested by parents; and

Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

Check and assist my child in completing homework tasks, when necessary;

Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

Set limits to the amount of time my child watches television or plays video games;

Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

Encourage my child to follow school rules and regulations and discuss this Compact with my child;

Volunteer in my child’s school or assist from my home as time permits;

Participate, as appropriate, in the decisions relating to my child’s education. I will also:

o Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

o Respond to surveys, feedback forms and notices when requested;

o Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

o Take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

o Share responsibility for the improved academic achievement of my child;

Student Responsibilities:

Attend school regularly and arrive on time;

Complete my homework and submit all assignments on time;

Follow the school rules and be responsible for my actions;

Show respect for myself, other people and property;

Try to resolve disagreements or conflicts peacefully; and

Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 12	Borough Bronx	School Number 318
School Name School of Mathematics, Science and Techn		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Maria Lopez	Assistant Principal Melissa DelliPaoli
Coach Annemarie Scopino	Coach type here
ESL Teacher Annemarie Scopino	Guidance Counselor Dawn Hodge
Teacher/Subject Area Camden Dean	Parent Maria Gil
Teacher/Subject Area Patience Onyegwara	Parent Coordinator Frank Valverde
Related Service Provider Annemarie Scopino	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	335	Total number of ELLs	62	ELLs as share of total student population (%)	18.51%
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Part II: 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): N/A

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	10

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	12	1	0	0	0	0	1	0	0	13
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	0	5	24	0	11	11	0	5	62
Total	39	1	5	24	0	11	12	0	5	75
Number of ELLs who have an alternate placement paraprofessional: 0										

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							13	23	26					62
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	13	23	26	0	0	0	0	62

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							25	16	11					52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	26	18	12	0	0	0	0	56

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	6	6					15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							5	8	6					19
Advanced (A)							14	7	7					28
Total	0	0	0	0	0	0	22	21	19	0	0	0	0	62

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	1			19
7	16	2			18
8	13				13
NYSAA Bilingual (SWD)				2	2

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	17	1	4						22
7	13	2							15
8	9	5	2						16
NYSAA Bilingual (SWD)							2		2

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 (SWD)									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	2	2		
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2	2		
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	3	4	2	3				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 monthly assessment data analysis for every student to measure growth and to target areas of deficiencies. This ADA Assessment is based on the monthly unit. In addition, we utilize the data provided by the achieve 3000, access code and write to learn. Finally, we use the LightSail program which is self adjusted program based on the student's needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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. In addition, we must emphasize in Listening and speaking since most of our children failed due to these two skills of the test.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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. However, the RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4.

a. We have students who continue to be ELLs because they are not reaching proficiency on 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. Listening skills is an area of weakness across all grade levels.

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 which include listening and writing skills. Teachers provided scaffolding and differentiated instruction to meet the needs of each English language learner. 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 a lesson plan to address each weakness to ensure success.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

Paste response to question here:

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
Based upon teacher observation, conferencing and assessment results the ESL team meets on a weekly basis to discuss progress and best strategies in order to acquire English proficiency.
7. 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. Evaluation of Success of Programs

I.S. 318's bilingual and ESL programs will continuously be evaluated throughout the 2013-2014 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. The reading level (Achieve 3000) and writing level (City based writing) of 60% of our ELLs as per diagnostic assessment and our ADA, Assessment Data Analysis improved more than 4 points

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. Initial Identification

When new students are enrolled, the Home Language Identification Survey is administered by a pedagogue to the parent. If English is not the Home Language. The student is administered the LAB – R and an informal interview is conducted in English and in the primary language (we currently have pedagogues fluent in Spanish and French, 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 Spanish LAB. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are then administered the Spanish LAB. Parents are given the opportunity to view the orientation video before completing the Program Selection forms. Often parents complete these forms immediately with a Spanish speaking pedagogue to assist or by the use of the phone translation service. Otherwise, they are returned within the week. This is followed up by the Parent Coordinator, Frank Valverde. Home Language Surveys are kept in the main office and are reviewed yearly by the ESL team

- 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.

2. School Structure Once a student is identified as an ELL, Mrs. Scopino an ESL teacher invites the parents to view the ELL parent orientation video which informs the parent of the three models of Bilingual education; Dual- language, Freestanding ESL and Transitional Bilingual education. After viewing the orientation video, within ten school days of admittance, the parent is required to make a selection of which model he/she would like for the student to be enrolled in. Currently, the school offers two bilingual programs. Transitional bilingual education where in this model ELLs are placed into a bilingual program for no more than 3 years and then are placed into the mainstream classes. The students receive instruction in the content areas in both Spanish and English as well as receive one period of native language arts daily. Once a TBE student scores advanced on the NYSESLAT, he/she is placed in the mainstream ELA class for four periods.. The school also offers Freestanding ESL with the Pullout model where the ELLs are taken out of the mainstream classroom for part of the day to receive mandated language support from the ESL teacher. With this model native language support may be provided, however, all content is delivered in English. Currently, the school does not offer a Dual Language program, however if a parent would like for the student to be placed in a Dual Language program, the parent coordinator, Mr. Valverde assists the parent with finding placement. After the process of selection is complete, the parent is given a Parent Survey.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3. Parent Survey and Program Selection

Once the results of the NYSESLAT are available, Entitlement and non Entitlement letters are sent home to the parents. After the orientation, both Parent Survey and Program Selection forms are given to the parents. Copies of all forms are maintained in a secure closet in the main office. However, if a parent is unable to view the vide, parents are offered another time to best suit his/her scheduling needs. If a form is not completed, the default program is Transitional Bilingual education as per CR Part 154.

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.

After the program selection form is received, students are placed in accordance to the parent request. Placement letters are sent home to the parent and a copy is maintained in the main office in a secure closet. The parent coordinator, Mr. Valverde also calls the home to inform the parent of placement. The ELPC is also updated by, Melissa DelliPaoli the assistant principal within twenty days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each Spring, Freestanding and TBE ELLS are tested by grade level. The RLAT report from ATS informs the school of the results of each students NYSESLAT results over the past three years as well as the LAB-R results. The RLER report from ATS is used to inform the school as to which students are eligible to take the NYSESLAT exam. Each component is assessed on different days. A schedule is given out where the entire school remains self contained throughout the reading, writing and listening portion of the test. The speaking portion is administered in a quiet location individually where the school follows the NYSED newly required protocol. Make-up schedules are given after first administration of each each section. The goal is 100% of the students are assessed. Special education students are tested in accordance to the IEP as per class size. The following pedagoges are trained to administer the NYSESLAT: Ms. Carmen Dean, Mrs. Annemarie Scopino, Mr. Aidan Santiago, Mr. Samuel Rosado and Ms. Patience Onyegwara administer the assessment.

6. 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.) 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. 

6. In order to build alignment between parent choice and enrollment the ESL team review trends from the parent choice and program offerings at the school. Based on the data from the last three years, 100% of Spanish speaking new entrants have selected the TBE program. This has been a trend for quite some time at the school which is why this model is offered at the school. However, all long term ELLs at IS 318 are in the Freestanding ESL model. Data has shown that no parent has selected Dual Language which is why the school has not created this model of Bilingual education at this time. However if data does change, the Dual Language program offering will be revisited.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

1. Organizational Models

Student placement is based upon parent choice. Currently, there are two TBE classes, one 6/7 bridge class and one eight grade class, whom receive ESL instruction as a class, each class travels as a group through the school day. Students in the TBE program at IS 318 use both their native language and English throughout the school day. Any TBE student that scores Advanced on the NYSESLAT is placed in a English Language Arts class four periods per week. When a TBE student scores proficient on the NYSESLAT the student is placed into a monolingual class. All former ELLs receive testing accommodations for two years after becoming proficient as well as language support. IS 318 also has a pull-out program for the Freestanding ELLs in the monolingual classes. The Free Standing English as a Second Language Program students receive services in heterogeneous groups by grade level. 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. 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)?

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 mandated 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. Math and Social Science instruction is given in the student's native language as well as English. Whereas Social Studies and all elective courses are taught in English. However, native language support is provided when needed. Students in the Free Standing ESL program are pulled out for instruction. They receive ESL by grade level. Advanced students receive 180 minutes of ESL instruction and Beginner and Intermediate students receive 360 minutes of ESL instruction. All instruction is in English, however Native language support is provided when needed.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. Content Areas

All teachers are aware of the ELLs in their classes. They are provided with NYSESLAT, ELE, NYSELA and ADA data for every ELL. In addition, professional development is provided on strategies and practices that help ELLs succeed. Using our available data (Acuity, NYSESLAT, state exams, Word Generation, Ed Performance, 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are assessed in their Native Language annually through the ELE. On a monthly basis, the students are administered a school designed assessment to measure native language progress where four modalities are assessed. Furthermore, the school utilizes a self adjusting program, Teen Biz where native language literature is presented according to native language lexile

levels.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
By utilizing Assessment Data Analysis, self adjusting programs Teen Biz, Escience, Powerpeak and Access code weekly reports are generated to then conference with students. Also an academic language program , Word Generation is being utilized with the goal of increasing verbal and written academic vocabulary across all content areas.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Differentiation of Instruction

Once an entrant into IS 318, building academic vocabulary and college and career rediness skills is a goal for all. However, differntiation is provided to achieve this goal.

a. SIFE students as well as long terms ELLs are studied by our ELL Inquiry team to better determine the needs and the goals of the students. Specific goals and objectives are deveopled based upon the strengths and weaknessess of the student in English as well as the native language.

b. Newcomers receive an additional five periods of ESL during advisory time each week. Newcomers also receive additional materials to assist them with exceling 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 Academny and the Extended day program is availble to the students 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 students is exposed to a highly print rich environment and is taught according to their preferential learning styled which is based from the Ed Performance assessment

e. Former ELLs contined to receive both indirect and direct support from the ESL teachers. The ESL teacher and content area teachers meet to discuss strengthand weaknessess of the student review NYSESLAT scores and create academic language goals to support contined academic growth. All former ELLs receive testing accomdations for two years.

7. 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?

All special education teachers were trained to utilize the SIOP program in order to provide an entry point in a lesson for all ELLs. All lessons include a language and content objective in order to develop language skills. Teachers of ELL-SWD teach grade level content which is aligned to the CCLS. Academic vocabulary is presented daily through scaffolded instruction across all content areas. The students are expected to utilize the academic vocablary when speaking and writing. Building background knowledge and utilizing accountable talk in an inetgral part of ELL-SWD instruction to accelerate English development. In order to build uon both speaking and listening skills, the students debate on assigned topics on a weekly basis. Technology is another component to provide academic content and accelerate English language development. The program Access Code provided support on word recognition skills as well as reading fluency. Teen Biz 3000 and EScience 3000 material is presented both auditory and visually. Reports are generated on a weekly basis with all technology programs to mointor progress and to develop an action plan, when needed.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Through daily common planning time teachers develop curriculum where the students language and IEP goals are discussed. An action plan is developed for each individual child needs. The framework, Universal Design for Learning is utilized to plan accessible instructional tasks for the students. When creating an IEP, the ESL teachers proivdes input in creating measurable goals, accomodations, modifications to foster the success of the students. While adhering to IEP class size accomodations, the

ELL-SWDs receive ESL in the least restrictive environment with heterogeneous grouped general education peers..

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:	5		
Social Studies:	4		
Math:	8		
Science:	4		

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	45 minutes per day	45 minutes per day	45 minutes per day

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

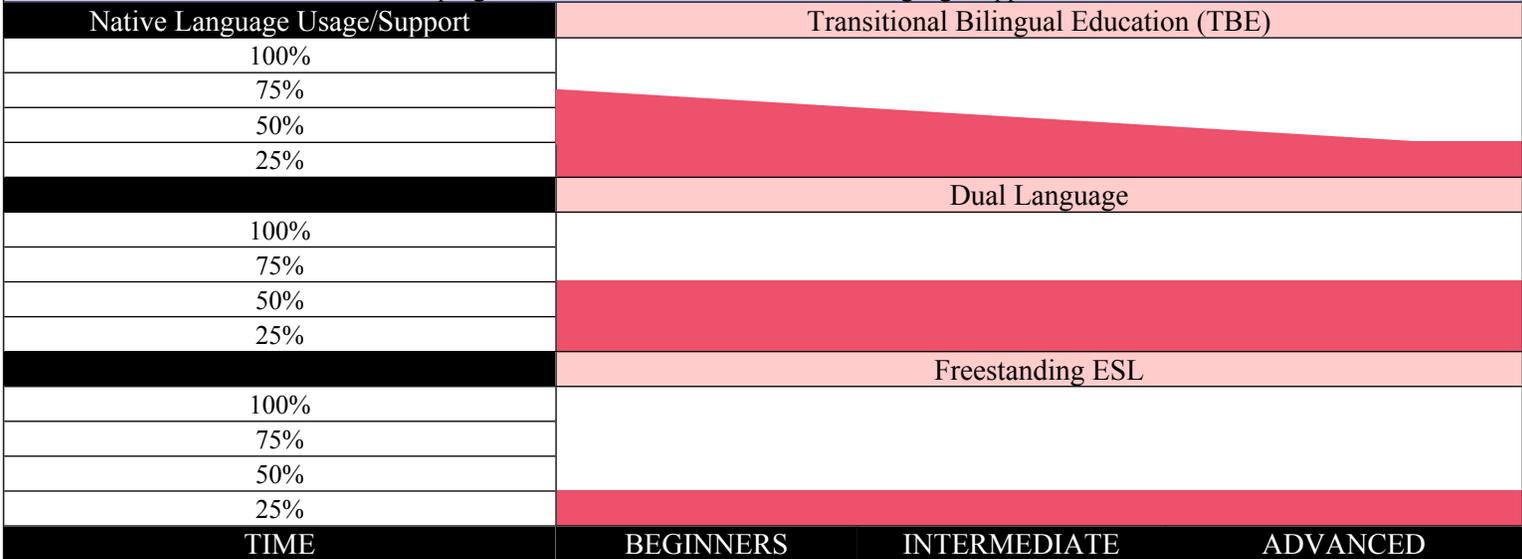
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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. Targeted Intervention Programs

Using available data (Acuity, NYSESLAT, state exams, Ed Performance, 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. Continuing Transitional Support

ELLs who reach proficiency in the NYSESLAT are monitored for two years. Testing modifications are in effect for two years 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. All teachers are aware of former ELLs in their classrooms. Assessments are given every three weeks where data is analyzed to determine both the strengths and weakness of each student. Each skill presented in class is analyzed on the assessment. Based upon the results, teachers conference individually with the student to create an action plan to reteach a topic or skill that was of difficulty. Furthermore, the teachers are cognizant of the language needs of ELLs and provide structured differentiated instruction to foster continued language success.

11. What new programs or improvements will be considered for the upcoming school year?

11. 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.

12. What programs/services for ELLs will be discontinued and why?

12. Programs/Services Discontinued

Currently, all services will be continued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. ELL Equal Access

All ELLs are afforded equal access to all school programs. The Extended Day program as well as the Saturday Academy is available to all ELLs. Instruction focus is on building academic vocabulary, speaking skills, auditory skills as well as reading and writing skills. Instruction is tailored to meet the needs of the students through data and teacher observation.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. Instructional Materials

Using our available data (Acuity, NYSESLAT, NYS CCLS Exams, Gates McGinitie, Assessment Data Analysis and Periodic Assessments) 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 at a minimum of periods per week. The program Rosetta Stone and Access Code is currently being used with the newcomers to support basic reading and word recognition skills. To better promote fluency, writing, listening and comprehension skills, Intermediate and Advanced ELLs, the ELA and ESL teachers utilize a program called Word Generation, Teen Biz 3000 as well as CCLS aligned Code X.

Content area teachers have both content and language objectives for each lesson. EScience is a technology based science program where the students are presented with CCLS aligned lesson while received instruction through different modalities. Student data is generated weekly. Writing is incorporated across all content areas on a daily basis. Weekly articles from the curriculum Word Generation are presented and each content area teachers incorporated the academic term into his/her lesson on a weekly basis with the goal of the students being able to utilize academic vocabulary when speaking and writing. For NLA the articles are in Spanish. Also in NLA, the students are assigned native language reading passages on grade level as well as on native language lexile level through the program Teen Biz 3000.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. 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. Weekly articles from the curriculum Word Generation are provided in Spanish where a set of five academic words are presented in every content area each week. Also, the students are assigned native language reading passages on grade level as well as on native language lexile level through the program Teen Biz 3000.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. Required Support

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. 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. Furthermore, the school offers an extended day and Saturday program to focus on transition of the English language.

18. What language electives are offered to ELLs?

Spanish is offered to the students in the sixth grade for the whole entire year. Currently the students are instructed via a technology based program Power Speak.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development Available

ELL Personnel: Mrs. Scopino, Ms. Onyegwara, Mr. Santiago, Mr. Rosado and Ms. Carmen Dean participate in weekly professional development as well as outside professional development. Professional development has and include topics such as differentiated instruction, data analysis, academic vocabulary development, SIOP, integration of technology to meet the needs of ELL-SWDs, and CCLS Alignment. Our teachers have embedded five 45 minutes of professional development where they have the opportunity to meet for professional development during their professional learning community. During this time we develop internally as well as bringing expert from outside to develop our teachers on SIOP, CCLS, Language Acquisition, development process of Language acquisition and so on.

2. Professional Development is offered to teachers of ELLs through the School during our Professional Learning Community through UFT, the NYCDOE as well as outside sources where many have been attended both on and off school time. This current year, the school has provided professional development through Ilearn, Foundations in Learning, Measuring Up, Academic Vocabulary, and well school based workshops that address the CCLS for the ELLs. Furthermore, teachers have and continue to receive training on the CCLS and on the alignment of Common core instruction for ELLs. Each training has a goal in providing teachers with the support to align instruction to the CCLS while meeting individual needs at the same time.

3. 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. The guidance counselor meets with the ELLs to discuss schools that are geared toward new arrivals to assist both the parents and students to make informed choices. Furthermore, presenters representing high schools are invited to come in to IS 318 to discuss the school he/she is representing. The students are encouraged to ask as many questions as possible as well as set up high school visits.

4. Minimum 7.5 Hours of ELL Training

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. All outreach to parents is in both English and Spanish. Furthermore, the school utilizes Phonemaster in both Spanish and English to inform parents of upcoming and current events at the school. Translation services are utilized for languages other than English and Spanish.

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.

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 their children 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. At every parent workshop there is a Spanish speaking pedagogue available to assist. Translation services are also available for languages other than English and Spanish.

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.

E. 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 response to question here:

Emergency cards, Safety procedures, Parent's Bill of Rights, School Agenda's, and all notification is always in both English and Spanish. Home Language Identification Surveys as well as Parent Selection Forms are kept in the main office. Currently, The parents of Spanish speaking ELLs (6%) do not require translation services. However, there is a staff member who is fluent in French if needed. Spanish speaking parents, 94% of the ELL population at IS 318 receive translation through the parent coordinator and/ or pedagogues.

Part VI: LAP Assurances

School Name: School of Math,Sci and Tech Th

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		11/15/13
Melissa DelliPaoli	Assistant Principal		11/15/13
Frank Valverde	Parent Coordinator		11/15/13
Annemarie Scopino	ESL Teacher		11/15/13
Maria Gil	Parent		11/15/13
Carmen Dean	Teacher/Subject Area		11/15/13
Patience Onyegwara	Teacher/Subject Area		11/15/13
Annemarie Scopino	Coach		11/15/13
	Coach		11/15/13
Down Hodge	Guidance Counselor		11/15/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X318 **School Name:** School of Math, Sci and Tech Throug

Cluster: 06 **Network:** 608

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. In addition, every documentation, phonemaster, meeting, professional development for parents, is translated to the needed language based on our demographics. Finally, we utilize TTY, translation and interpretation agent to provide services to those parents in need.

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 (66.07%) thus we provide translation of school communication in both English and Spanish.

School's demographics indicate that as of October 18, 2013:

- 30.63 % of our students are Black or African American.
- 66.07 % of our student population is Hispanic or Latino.
- 0.30 % is Asian or Native/Hawaiian/Other Pacific ISI.
- 2.40 % is Caucasian.
- 55.26% is male
- 44.74% 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
- School Website
- School Broadcasting System

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:		