

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 14K318
School Name: EUGENIO MARIA DEHOSTOS
Principal: LEANDER WINDLEY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 14K318
School Type: _____ Grades Served: 6,7,8
School Address: 101 Walton Street Brooklyn, NY 11206
Phone Number: 718-782-0589 Fax: 718-384-7715
School Contact Person: Leander Windley Email Address: lwindle@schools.nyc.gov
Principal: Leander Windley
UFT Chapter Leader: Pamela Curcio
Parents' Association President: Ronaele Cambridge
SLT Chairperson: Co-Chairs John Galvin, John Makuch
Student Representative(s): N/A

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Avenue, Brooklyn, NY 11206
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: 718-302-7638 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leander Windley	*Principal or Designee	
Pamela Curcio	*UFT Chapter Leader or Designee	
Ronaele Cambridge	*PA/PTA President or Designated Co-President	
N/A	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>	
N/A	CBO Representative, if applicable	
John Galvin	Assistant Principal	
John Makuch	Assistant Principal	
Mirta Serrano	Teacher	
John Petraitis	UFT Delegate	
Rochelle McKoy	Teacher	
Kimberly O'Connor	Teacher	
Valerie Keingstein Jorin Reddish	Parent Parent	
Kurlene John Kristina Slifkin	Parent Parent	
April Williams	Parent	
Christine Petito	Parent	
Jenimari Cruz	Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement: The parents, teachers, and administrators of Intermediate School 318 firmly believe that all students can achieve excellence and meet high and demanding academic standards. By fostering a strong home and school partnership, we are committed to creating a safe, nurturing educational setting in which all students can excel. Every person in our school community will be dedicated to improving student achievement. Through the creation of a learning environment that inspires students, we believe that we can meet and exceed any goal, as well as prepare for the challenges ahead.

I.S. 318 has collaborations and partnerships with the following:

Brooklyn Tech High School STEM Program; Partnership with Urban Advantage for Science teachers; New York Pops (music enrichment); District and Citywide Jazz Program; Summer arts institute and the Brooklyn Queens Boro-wide (Salute to Music); Music Enrichment Program; Helen Keller Foundation; Toys-For-Tots; Thanksgiving food drive; Winter coat drive; Sports and Arts In Schools Foundation; Neighborhood Development Grant (NDA); Beat-The-Streets; Rachael Cooper Foundation Walk-A-Thon; Greenpoint Lions Club; Teacher Incentive Fund (TIF) and Middle School Quality Initiative (MSQI).

Our strengths and accomplishments include our Arts and Gifted and Talented Programs, in which all students have the opportunity to engage and participate in many of these programs that are aligned to the common core and promote critical thinking. 95% of our 8th graders are accepted to their 1st or 2nd choice of high schools. 42% of our 8th graders are eligible to take 3 to 4 regents and of this 42%, 44% pass their regents courses with proficiency. Our populations of lowest 3rd performers consistently show gains in the NYS Common Core Assessments in both ELA and Math. Our students are fully prepared for the challenges and rigor of High School programs.

Our challenges maintaining over 95% attendance average every year; 100% immunizations, which we have been in compliance with every year; funding our at-risk interventions: (ex: ESL, counseling services.)

In 2013 – 2014 our students were very successful in attaining growth from our

- Fall 2013 MOSLs to Spring 2014 MOSL assessments
- Fall 2013 DRP's to Winter 2013 to Spring 2014
- Students went from Wilson Just Words to becoming fully mainstreamed in all core subjects.

The key areas of focus for this fiscal year are improving in: student engagement, questioning and discussion techniques in the classrooms; assessing students during instruction and providing feedback to the students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The MOSL’s; teacher made assessments; DRP’s; will be used as the pre-assessment tools that will help gauge teachers needs in three areas: setting goals using the framework for teaching; fostering an environment of respect and rapport and knowledge of students to drive rigorous instruction. These measures will all increase teacher’s ability to drive rigorous instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal I - Mathematics

The Assistant Principal (Math Chairperson), Demonstration Teacher, Peer Intervention Coach, along with the math faculty has been collaborating on improving instructions practices with the focus on student engagement. Student engagement that will include strategies to develop questions and activities that deepen student engagement and support a collaborative environment that maximizes the impact of learning. By June 2015, 100% of the students will achieve grade level mastery through problem solving using sound mathematical procedures while completing a school wide project in mathematics that utilizes real life situations and experiences for all Common Core Standards. This project will assess student proficiency in all mathematical standards.

Goal II – ELA

The Assistant Principal (English Chairperson) Demonstration Teacher’s, Peer Intervention Coaches and along with the English teachers meet weekly on grade level to review student work to develop next steps.

Teacher’s will use protocol’s to look at students work to discuss student progress and make revisions to their planning. As part of the instructional focus this year, the school would like to continue using assessment instructions with an emphasis on using data to drive instruction and develop next steps for individual groups of students.

By February 2015, 100% of our ELA teachers will be able to use student work o develop instructional plans that will result in a 20% increase for all student assessments which will also result in a 3% increase on the 2015 State Exams in ELA.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities,

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Beginning September, 2014 through June, 2015 Word Generation will be implemented across the curriculum in grades 6 and 7. Teachers will receive professional development provided by the administration. Program effectiveness will be assessed in June, 2015 with a formal vocabulary assessment that will generate a date to evaluate effectiveness.</p> <p>ELA</p> <ul style="list-style-type: none"> Expeditionary Learning Curriculum Word Generation Wilson Program Wilson Just Words Title III Reading NDA Reading Parent Workshops to support rigorous instructional activities that the students will be participating in. To foster collaboration with the teachers and faculty to meet the needs of all students. To give all parents a clear understanding of the goals and objectives for preparing all students for college and career readiness. 	<p>All students 6th & 7th Non-readers Struggling readers ELL's All grades All grades</p>	<p>September 4, 2014 September 4, 2014</p>	<p>June 26, 2015 June 26, 2015</p>
<p>Beginning September 2014, teachers will continue to implement various assignments that will incorporate the Common Core Standards and incorporate and design multiple Rubrics so that students can build on the concept of developing rigorous work habits. Teachers will incorporate accountable language stems to encourage high intellectual discussion in classrooms.</p> <p>Mathematics</p> <ul style="list-style-type: none"> Go Math Engage New York CMP3 Title III Mathematics NDA Mathematics Specialized High School Mathematics Parent Workshops to support rigorous instructional activities that the students will be participating in. To foster collaboration with the teachers and faculty to meet the needs of all students. To give all parents a clear understanding of the goals and objectives for preparing all students for college and career readiness. 	<p>6th & 7th All grades All grades ELL's All grades 8th All grades</p>	<p>September, 2014 September 2014</p>	<p>June 26, 2015 October 2014</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

After school programs; pull-out and push-in for ESL and Resource Room services. Pull-out for all other mandated related services. These programs will provide additional interventions that the teachers can implement to support student learning and understandings. These programs will also provide additional benchmarks for teachers to assess and monitor student progress.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Sports and Arts In Schools Foundation, MSQI and NDA Grant. These programs provide the necessary funding to support our After School academic intervention programs.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January, 2015 we will look at the DRP’s and practice state assessments in ELA to carefully observe progress of all students. In February, 2015 we will look at our practice math state assessments to monitor the progress of all students. Through consistent observations by Administrative Cabinet and interclass visitations, we will be able to have a clear measure of how students are engaging in the classroom.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School Administrators, Demonstration Teachers, Peer Intervention Coaches, along with the faculty will continue to collaborate and develop strategies to improve instructional practices with the focus on student engagement. Student engagement improvement will include strategies to develop questions and activities that deepen student engagement and support a collaborative environment that maximizes the impact of learning. Students will constructively critique each others work which will lead to conversations that will challenge their critical thinking and will develop higher order thinking.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Beginning in September, 2014 through June, 2015, students will have an opportunity to engage in collaborative conversation and activities with their peers and teachers in a safe and supportive environment through administrative observations. By June 2015, student response to the school survey question: “I feel safe at my school” – will have a 10% increase for the 2014-2015 school survey report as compared to the results from the 2013-2014 school survey report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>All students will have the opportunity to engage in performance arts and school-wide workshops to address issues of safety. For example:</p> <ul style="list-style-type: none"> • “Respect for All” – headed by school guidance department • “Cyber Bullying” workshops • Peer Resolution Program to support conflict resolution • “Digital Citizenship” • Monthly auditoriums to discuss protocols and support • 	All students	September 4, 2014	June 26, 2015

All SWD's and ELL's will be supported by related service providers being pushed in to the classroom and pulled out in a separate location to reinforce small group and differentiated instruction.	All students	September 4, 2014	June 26, 2015
Parents will be invited to participate in a series of workshops that will include the following: <ul style="list-style-type: none"> • Navigating through the IEP • How to increase reading stamina • How to reinforce what my child is doing in school • Cyber-bullying • Digital citizenship • Jupiter on-line grading system 			
Activities that we use to address the Capacity framework element of trust: <ul style="list-style-type: none"> • Peer tutoring • Peer mentoring • Parent involvement activities: such as: culinary arts classes, yoga classes, learning leaders, parent volunteer program, penny social and night of elegance 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Supplemental materials to support curriculum and the pacing of the topics being taught in the core subjects.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- February, 2015
- February 2, 2015, February 27, 2015 and May, 2015
- We will look OORS report to determine the rate of suspensions that involved student to student conflicts. WE will also look weekly feedback received from Guidance Teams, Student Teams and Parent s.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Demonstration Teacher, Peer Intervention Coach, along with faculty has been collaborating on improving instructions practices with the focus on student engagement. Student engagement that will include strategies to develop questions and activities that deepen student engagement and support a collaborative environment that maximizes the impact of learning.

Teacher’s will use protocol’s to look at students work to discuss student progress and make revisions to their planning. As part of the instructional focus this year, the school would like to continue using assessment instructions with an emphasis on using data to drive instruction and develop next steps for individual groups of students.

- Fall 2014 MOSLs to Spring 2015 MOSL assessments
- Fall 2014 DRP’s to Winter 2014 to Spring 2015
- Students will advance to Wilson Just Words to becoming fully mainstreamed in all core subjects.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

ELA

Expeditionary Learning Curriculum

- Word Generation
- Wilson Program
- Wilson Just Words
- Title III Reading
- NDA Reading

Parent Workshops to support rigorous instructional activities that the students will be participating in. To foster collaboration with the teachers and faculty to meet the needs of all students. To give all parents a clear understanding of the goals and objectives for preparing all students for college and career readiness.

Mathematics

- Go Math
- Engage New York
- CMP3
- Title III Mathematics
- NDA Mathematics
- Specialized High School Mathematics

Parent Workshops to support rigorous instructional activities that the students will be participating in. To foster collaboration with the teachers and faculty to meet the needs of all students. To give all parents a clear understanding of the goals and objectives for preparing all students for college and career readiness. By June 2015, teacher teams in eacg grade content area will collaboratively create CC aligned alternative assessments for every unit. These units will

bee specifically designed to support struggling learners.

- Fall 2014 MOSLs to Spring 2015 MOSL assessments
- Fall 2014 DRP's to Winter 2014 to Spring 2015
- Students will advance to Wilson Just Words to becoming fully mainstreamed in all core subjects.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Expeditionary Learning Curriculum <ul style="list-style-type: none"> • Word Generation • Wilson Program • Wilson Just Words • Title III Reading • NDA Reading Mathematics <ul style="list-style-type: none"> • Go Math • Engage New York • CMP3 • Title III Mathematics • NDA Mathematics Specialized High School Mathematics	All Students	September 4, 2014 – June 26, 2015	Principal and Assistant Principals
All SWD's and ELL's will be supported by related service providers being pushed in to the classroom and pulled out in a separate location to reinforce small group and differentiated instruction.	SWD's & ELL Students	September 4, 2014 – June 26, 2015	Principal and Assistant Principals
By June 2015, teacher teams in each grade/content area will collaboratively create CC aligned alternative assessments for every unit. These units will be specifically designed to support struggling learners. Parents will be invited to participate in a series of workshops that will include the following: <ul style="list-style-type: none"> • Navigating through the IEP • How to increase reading stamina • How to reinforce what my child is doing in school • Cyber-bullying • Digital citizenship • Jupiter on-line grading system 	All Parents and/or Guardians	September 4, 2014 – June 26, 2015	Principal, Assistant Principals and Faculty
Activities that we use to address the Capacity framework element of trust: <ul style="list-style-type: none"> • Peer tutoring 	All Students and Parents	September 4, 2014 – June 26,	Principal, Assistant Principals and Faculty

<ul style="list-style-type: none"> Peer mentoring Parent involvement activities: such as: culinary arts classes, yoga classes, learning leaders, parent volunteer program, penny social and night of elegance		2015	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Staff of Highly Qualified Teachers
- Hiring of substitute teachers and paraprofessionals when needed
- Common Core aligned curriculum material and supplemental materials

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- February, 2015
- February 2, 2015, February 27, 2015 and May, 2015
- The Learning Environment Survey and our In House School Survey.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Professional Development; Curriculum and grade meetings; formal and informal observations with immediate feedback to teachers. Teacher committee’s to develop and support instruction, professional growth of teachers and staff to help drive students achievements as well as social-emotional support. These teacher committees will include the Guidance Counselors; Social Workers and any other related service support staff.

Our school’s strengths are as follows:

- Educate students with disabilities in a least restrictive environment appropriate
- Teaching students the social and emotional skills needed to succeed and be prepared for the next grade level
- Sets appropriate high expectations for all students including English Language Learners and students with disabilities
- We use multiple forms of students achievement data to improve instructional decisions

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 90% of staff , (an increase from last fiscal year June, 2014 Learning Environment Survey) will have a clear understanding of the expectations on implementing assessments and instruction and effective discussion and questioning techniques in all content areas aligned with the common core.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of 			

Trust			
Professional Development on instructional resources and curriculum: <ul style="list-style-type: none"> • GoMath • Robotics • Professional collaborations with other schools in district • Teacher Incentive Fund (TIF) • Middle School Quality Initiative (MSQI) • Inquiry Teams • Professional Development Committee • Consultation Committee • Responsive Intervention Team 	All Staff	September, 2014 – June, 2015	Principal, Assistant Principal's, All pedagogical staff
Strategies to address the needs of ELL's, SWD's, etal <ul style="list-style-type: none"> • Title III After-School Academic Program • Saturday Academy (Various academic and enrichment activities) • NDA After-School Reading and Math Programs • Push-in / pull-out ESL and Resource Room Program • Peer tutoring • Mandated counseling 	All ESL, Resource Room and Special Education Teachers, Chosen students (Peer Tutoring)	September, 2014 – June, 2015	Principal and Assistant Principal's
Strategies to increase parent involvement and engagement: <ul style="list-style-type: none"> • Workshops for understanding the IEP • Yoga classes for parents • Jupiter on-line grading system • School Messenger Service • Bi-weekly parent chats • Parent workshops on understanding the common core • Family night • Workshops for: <ul style="list-style-type: none"> - Cyber-bullying - Digital Citizenship - Reinforcing academics 	All parents and/or guardians	September, 2014 – June, 2015	Principal and Assistant Principal's and all other administrative staff members and Parent Coordinator
Activities that I.S.318 uses are as follows: <ul style="list-style-type: none"> • Culinary Arts • Yoga • Learning Leaders • Parent Volunteer Program • Peer tutoring • Peer mentors • Iron Will Power Program 	All parents and/or guardians	September, 2014 – June, 2015	Principal and Assistant Principal's and all other administrative staff members and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I funding for is used for Jupiter Grades and teacher / parents / student engagement

Title III fun ding is used for ESL before and after school programs

Fair Student Funding is used for SWD's

TIF funding is used by our peer instructional coaches and demonstration teachers to conduct professional development and parent collaborations before, during and after-school.

NDA and OST funds support our Saturday Academy

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

OST funds are used to support many of our academic and non-academic programs after-school

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

February, 2015 we will assess progress by using the following tools:

- ELA and math practice exam (November, 2014 and January, 2015)
- DRP (September, 2014 and January, 2015)
- MOSL’s (November, 2014 and May, 2015)

Teachers will track progress of all students by comparing results from September, 2014 to the mid-point of February, 2015 to assess where progress has been made and where improvement needs to continue.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Comprehensive needs assessment

Our lowest score on the school surveys administered in 2014 was in the area of Academic Expectations. While still very positive, there was definite room for growth in our outreach efforts to our parents. Additionally, a review of course failure rates indicates a consistent problem with a portion of our student community completing homework assignments and general organization issues.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will be actively using the Jupiter online grading system and 90% percent of students will be actively using the system and 75% of parents will be actively using the program. This goal was generated based on the 2014 School Survey where our lowest score is in the area of Academic Expectation and from a review of student course failure rates this year which show a consistent problem in parent outreach efforts, general organization issues and students’ completion of homework assignments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Jupiter Grading System • School Messenger 	Parents, students and staff	September 4, 2014 – June 26, 2015	Principal, Assistant Principals and Faculty
<ul style="list-style-type: none"> • To implement a school wide online grade and communication program for our large school of 1632 students and over 100 teachers will require a comprehensive training and professional development program. 	Parents, students and staff	September 4, 2014 – June 26,	Principal, Assistant Principals and Faculty

<ul style="list-style-type: none"> • Program will be purchased and coordinator will be trained in the use and school set up. • Professional Development for teachers will be implemented during the first two days prior to school (September 2014) • One on One sessions for teachers are scheduled continuously • Students will receive log on letters for themselves and parents. • Student participation rate and parental participation rate will be continually reviewed. 		2015	
<ul style="list-style-type: none"> • Parent Coordinator will be trained in Jupiter and how to help parents become connected • Jupiter training will take place at PTA meetings (Monthly) • Jupiter training at Leadership meeting 	Parents, students and staff	September 4, 2014 – June 26, 2015	Principal, Assistant Principals and Faculty
<ul style="list-style-type: none"> • Students in the Sixth grade will be trained in Jupiter use during their computer classes • Homerooms will visit the computer lab to log on and be trained • Parent training session held on open school dates • Program success will be continuously monitored and evaluated 	Parents, students and staff	September 4, 2014 – June 26, 2015	Principal, Assistant Principals and Faculty

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I Funding is used for parent/student engagement

- Jupiter Grades
- School Messenger Service

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- February, 2015
- February 2, 2015, February 27, 2015 and May, 2015

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

N/A

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Wilson Program	Repeated reading	Small group instruction	During the school day
	Expeditionary Learning	Repeated readings and interactive writings	Small class instruction	During the school day
	Independent Reading	Repeated reading	One to one	During the school day
	MSQI	Repeated readings and interactive writings	Small group instruction	During the school day
	After school Reading Program	Repeated readings and interactive writings	Small group instruction	After school
	Field Practice Test/Acuity	Strategy	All Grades	During the school day
Mathematics	Go Math	School-wide math program for 6 th and 7 th grades	Small Group Instruction	During the school day
	After School ELA and Math Program	All AT-Risk 6 th , 7 th and 8 th grade students	Small Group Instruction	After school day
Science	S.T.E.A.M.	All students	Grades 6 and 7	During and after the school day
	Homework help for Science	All students	Small group	After-school day

Social Studies	Homework Help for Social Studies	All students	Small group instruction and tutoring	After the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk service for students in temporary housing	Counseling	One to one tutoring	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. 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.

All new staff hired are highly qualified. Staff previously hire working under Common Branch License had applied for Rule 3 and received professional development.

2b. 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).

Continuous professional development throughout the fiscal year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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

Part 4: SWP Schools Only

4a. 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

4b. 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.

I.S. 318 holds weekly grade and curriculum meetings with teacher and administration to collaborate on the use of assessments.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,176,514	x	Pages 19 & 20
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	\$11,200	x	Pages 9, 14, 15 16, & 17
Title III, Immigrant	Federal	\$3,124 (Translation)	x	Pages 9, 14, 15 16, & 17
Tax Levy (FSF)	Local	\$7,585,069	x	Page 11

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. Intermediate School 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 the school and the families. The 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 the school community. Intermediate School 318 will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

Intermediate School 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Eugenio Maria DeHostos	DBN: 14K318
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>84</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 5
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We intend to service all 84 of our ESL students with the services provided below. The rationale is that all ESL students will be able to increase their test scores on all assessments and projects, and will be able to participate with a high level of understanding during classroom discussions. These Title III programs are designed to meet the needs of all our ESL students. All instructional materials purchased will be used exclusively for the Title III supplemental program. Each activity will meet for no less than 20 sessions. Each ELL has unique needs depending on their native language proficiency, cultural background, motivation, effective filter, interests and learning profile. Through supplemental activities and differentiation, we can attempt to both raise student test scores and improve students academic skills throughout the content areas. Therefore, we have created an after-school program that meets twice a week. Every Tuesday and Thursday (2:45 p.m. to 4:45 p.m.) two groups of 12 students that will meet with Ms. Vericella and Miss Nunziata both certified in ESL and Special Education. Each group will meet for 50 minutes. (There is a 5 minute break between classes to allow for travel within the building.) While one group is with Miss Nunziata receiving ELA enrichment, the other is receiving math enrichment with Ms. Vericella. All Special Education ELLs are expected to attend. 6th grade general education ELL's will be receiving Science instruction and enrichment with Mrs. Warden a 6th grade Science teacher who will reinforce scientific methodoligies and word genration that is taught across the curriculums during the school day and Monday and Wednesday after school for two hours 2:45 to 4:45 (co-teaching with Miss Nunziata). 7th and 8th grade ELL's are receiving after-school instruction in ELA and Math from Mr. Golden a certified ESL and English Language Arts teacher, and Mrs. Holstein a certified Math teacher. Mrs. Mroz a certified Art and ESL teacher has 10 ELL students in her "Language and literacy development through the Arts" class in which she will be incorporating literacy through Art History in the curriculum. Students will be introduced to new vocabulary words that will enrich their academic english language acquisition skills. The language of instruction will be English. Some students, who struggle with basic phonemic awareness, are given time to work with the Lexia Reading Program. In addition to the Lexia program, students may be directed to work on Uptown Education, where Ms. James has posted vocabulary lists relevant to her ELA class as well as the 6th grade ELA curriculum map. Ms. James also makes use of BrainPop and BrainPop ESL through interactive activities involving the Smartboard in her classroom. Ms. James regularly meets with the students' teachers to determine what skills the students need to develop.

Co teaching will use the same model as our Integrated Collaborative Teaching model: During instruction teachers will differentiate by working with small groups, delivery of instruction and differentiated assessments.

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

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

Additionally, the 6th grade staff meets every Tuesday morning from 7:25am - 8:20am as a study group, for Professional Development, comprised of all content area teachers and the ESL teacher (Maria Torres, Elizabeth Vindigni and Jacklyn James) will be focused on improving the understanding of ELL Instructional practices that will lead to improved student performance in the classroom. The team has chosen 5 ELL students to focus on and is continually revising their goals and creating actions plans for their academic and social-emotional development accordingly.

Topics discussed in this Professional Development include: How to understand the results of NYESLAT and LAB tests for the classroom teacher, Focusing on the ELL student in the Science and Social Studies Classroom, Teaching Writing Techniques to the ELL student and Utilizing Manipulatives in the Math Classroom for the ELL population. Our goal is to offer one additional professional development session per month, beginning in December, 2014. We plan on using the Inquiry Spaces on ARIS to connect with similar schools that are working on improving the performance of ELL students. We will rely on data from ARIS, ATS and NYSED NYSESLAT results.

The Title III PD Program will begin October 7, 2014 through May 19, 2015. The dates for the topics of focus are:

Part C: Professional Development

January 13, 2015 - ELL student in the Science and Social Studies classroom

January 27, 2015 - Teaching Writing Techniques to the ELL student

February 10, 2015 Using Manipulatives in the Math Classroom for the ELL population

The following texts will be used to guide the discussion around focusing on the ELL student in the math, science, english language arts and social studies classroom:

1. Go Math Parent Professional Development for Mathematics
2. Expeditionary Learning Curriculum for English Language Arts
3. NYSELAT Review to support the new NYSELAT exam
4. Surviving the Tsunami
5. Natural Disasters - Earthquakes, Hurricanes
6. Scholastic: Space Jumper, A Leap from the Edge of Space
7. New York Times: Sandy (Aftermath)
8. S.E. Hinton Biography
9. Effects of Teen Smoking
10. Persuasive Essay Topics:
 - a. Should Cellphones be allowed in school?
 - b. An argument against school uniforms
11. Youth violence essay
12. Girls hurt by gang violence

Common Core books: Instructional materials aligned with the CCLS

- | | | |
|------------------------|--------------------------|-------------|
| 1. The Lightning Thief | 4. A Long Walk to Water | 7. Unbroken |
| 2. Bud not Buddy | 5. Liddy | |
| 3. Dragon Wings | 6. To Kill a Mockingbird | |

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

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

Part C: Professional Development

This component will be at no cost to the program. _____

Part D: Parental Engagement Activities

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

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

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

Beginning in December and through June 2015 parents of ELLs will be engaged in workshops that are designed to reinforce what is being taught across the content areas. They will be involved in various activities and given strategies that will help their children perform higher on state and local assessments, have a better understanding of what is being taught and improve participation in the classrooms. These workshops will be held twice each month: one evening afterschool and one Saturday each month. Parent workshops will begin at 6:30 pm and end at 8:00 pm. Workshops will be led by Miss James a certified ESL teacher and/or Eric Windley, principal. Translation services will be provided by our parent coordinator, Ana Berroa or by one of our bilingual para professionals.

Tuesday, January 13, 2015 parent workshop on "How to support my ELL child science curriculum".
Saturday, January 24, 2015 and Tuesday, January 27, 2015 parent workshop centered around "How to prepare my ELL child for the NYSELAT Exam".

Tuesday, February 10, 2015 and Saturday, February 28, 2015 parent workshop "Understanding the demands of the common core for ELL students".

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$	_____

Part E: Budget

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

Allocation Amount: \$0

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 14	Borough Brooklyn	School Number 318
School Name Eugenio Maria de Hostos I.S. 318		

B. Language Allocation Policy Team Composition [i](#) 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 Leander E. Windley	Assistant Principal John Galvin
Coach Alma Ortiz	Coach Alma Ortiz
ESL Teacher Jacklyn James, Alma Ortiz	Guidance Counselor E. Leavy
Teacher/Subject Area Amy Vericella/Special Ed/ESL	Parent Kim O'Connor
Teacher/Subject Area Megan Nunziata/Special Ed/ESL	Parent Coordinator Anna Berroa
Related Service Provider John Nagler	Other
Network Leader(Only if working with the LAP team) Camilla Holmes	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1635	Total number of ELLs	86	ELLs as share of total student population (%)	5.26%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in							11	19	11					41
Pull-out							22	12	11					45
Total	0	0	0	0	0	0	33	31	22	0	0	0	0	86

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	50
SIFE	2	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	43

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	21	2		22			43			86

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	21	2	0	22	0	0	43	0	0	86
Number of ELLs who have an alternate placement paraprofessional: <u>5</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	20	17					61
Chinese							2	4	3					9
Russian														0
Bengali								1	1					2
Urdu														0
Arabic							3							3
Haitian														0
French														0
Korean								1						1
Punjabi														0
Polish							2	4	1					7
Albanian														0
Other							2	1	0					3
TOTAL	0	0	0	0	0	0	33	31	22	0	0	0	0	86

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)							7	4						11
Intermediate(I)							4	6						10
Advanced (A)							17	10						27
Total	0	0	0	0	0	0	28	20	0	0	0	0	0	48

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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	30	5	1	0	36
7	20	4	0	0	24
8	17	3	0	0	20
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	26		7		2		1		36
7	15	1	7	1	1	1	1		27
8	11	1	6		2	1	1		22
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		11		5		0		20

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
IS 318 uses predictive ELA exams to look at our students literacy skills in conjunction with the data coming from teachers based on in-class testing. This data generally shows that our ELLs have significantly lower literacy than their EP peers. With this knowledge, the staff provides extra literacy instruction to those in need through extra periods of ELA, smaller classes, and direct ELA instruction. 318

also uses the RAS test which provides plethora data concerning students levels in various skills such as making inferences, finding information and making connections. Reports are generated for each class and each student. The teacher can look at a report and learn exactly what skills a child needs to develop based on the questions they got wrong.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
It is apparent that students' grade level does not correspond with their proficiency level. Rather, it is years of service that seem to be the determining facts. Long term ELLs have high scores while newcomers certainly have lower scores. Across all levels students struggle with making inferences and drawing conclusions. This is higher order thinking which their EP peers also struggle with. Newcomers and Intermediates also struggle with grammar and vocabulary. Long term ELLs generally struggle specifically on tasks that require higher order thinking. Long term ELLs also struggle with writing tasks. This is probably due to their learning disabilities or the fossilization of bad habits in their English development.
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](#))
Students consistently have lower scores in reading and writing than in speaking and listening. Most students lowest score is in writing, a productive skill considered much more difficult by the ESOL community than reading, a receptive skill. This drives instruction in CALP (Cognitive Academic Language Proficiency) rather than BICS (Basic Interpersonal Communication Skills). Teachers focus on reading/comprehension strategies and use a variety of scaffolding methods to advance students' writing skills. Scaffolds such as graphic organizers are used to help students write.

Teachers review individual scores to inform their instruction and conferencing with students. For example, if a student is having trouble speaking, the ESL teacher may ask them to write their answer first and then read their answer aloud.
4. 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?Scores correspond less with grade level and more with years of service. Obviously newcomers tend to score lower in each modality compared to their counterparts who were either born in the United States or have been here for an extended period of time. Some students are able to excel in math as it does not require writing or reading stamina. Non-SIFE students can perform well on exams they take in their NL. Students who were schooled in their NL perform well on NL tests. SIFE are not encouraged to take NL exams as they often perform poorly.
Students who take tests in their native language generally perform well if they are newcomers or have arrived within the past 4 years. Long term ELLs, students who have been here longer than 6 years, who may not have a language other than English, do not perform well on translated tests. Students who have strong educational backgrounds in their NL perform well on NL tests.
In the bilingual class, students perform poorly on both NL and English tests. This is probably due to their learning disability that inhibits language acquisition in any language.
The periodic assessments are used to design the focus of inquiry. Using that data, inquiry teams measure gains and can also decide what to focus on for the students in need of intervention.
5. 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:
6. How do you make sure that a child's second language development is considered in instructional decisions?
There are several different ways to insure a child's second language development. Differentiated instruction and communication-based instruction are two crucial examples of how to develop a child's second language. Communication-based instruction can be an effective tool for providing English language learners access to content area learning. In content instruction, it is important for students to learn the structures of the English language in order to interpret the work of related readings across subject matter instruction. Another tool we use is direct and indirect modeling of English language structures and conventions with corrective feedback. English language learners benefit from language modeling and reinforcement of linguistic structures through peer interaction in the classroom.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

IS 318 values both the data from test scores as well as both quantitative and qualitative data from teachers. IS 318 leadership and teachers believe that ELLs are successful when they are able to interact with their EP peers and excel academically in a heterogeneous language environment. IS 318 also evaluates the success of the ELL program by looking at the progress of students scores on both the Math/English State Test as well as the NYSESLAT. The ELL program is viewed successful if the amount of students who have passed out of the English as a Second Language program is higher than the prior year as well as improving on the state tests.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
For purposes of ELL identification, the HLIS is administered to all new admits by the pupil accounting secretary (Sharon Nunziata, English only), assisted by ESL teachers (Jacklyn James or Alma Ortiz). After an ESL teacher examines the HLIS, they will conduct an informal interview with the parent(s) and the child. The teacher, often Ms. James, will begin by asking complex questions of the parents about the child's former education and then ask the student questions starting from the most complex to the most basic. When LAB-R eligibility is determined by an ESL teacher based on HLIS responses and a family interview, the LAB-R is administered by Ms. James within 10 days of a student's first date of attendance.
ELLs are annually administered the NYSESLAT by the team of ESL teachers with the assistance of the school's testing coordinator. Mr. Murnieks, the testing coordinator, orders all materials. Ms. James organizes the materials once they are received and then distributes them to teachers who will administer to the test. Ms. James conducts a PD for all teachers who will administer any portion of the NYSESLAT to ensure that all four components are administered according to proper standards. NYSESLAT eligibility is determined through the RLAT and RLER ATS reports. Informal determination is done through ARIS.
Ms. James, a certified ESL pedagogue, makes sure that all teachers who are administering the listening portion of the test have the adequate equipment in their classroom. Ms. Jacklyn James, Ms. Amy Vericella, Ms. Alma Ortiz and Ms. Megan Nunziata (certified Special Education pedagogue) conduct the speaking portion.
There have been no new Spanish speaking admits for the past 2 years. If one were to come, Ms. Alma Ortiz would administer the Spanish LAB within 10 days of their first date of attendance.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If a student arrives with their family with obvious Limited English Proficiency, the certified ESL Teacher, Ms. James, will immediately provide the family with the pertinent information from the EPIC kit (including the parent choice brochures and video). If it is not immediately clear, the ESL teacher will determine program eligibility by hand scoring the LAB-R. The teacher will then send home a placement and eligibility letter, a program selection brochure and an invitation to come to the school to view the EPIC video. The parent coordinator reaches out to parents who do not respond. Once parents have read the brochure and viewed the EPIC video, they are provided with or sent the program selection form by mail or through their child to be returned to the school. Students are expected to return the forms within 5 days to Ms. James in room 123. If the deadlines are not met and the appropriate forms are not returned, the teacher will call home using an interpreter. Entitlement, non-entitlement and continued entitlement data is kept in the same binder. Ms. James keeps these letters in an ELL data binder in her classroom.
Marlyn Munet, a certified Bilingual and Special Education pedagogue, connects with the parents of her students frequently about their decision and for TBE and their IEP.
Should there be enough interest for other TBE/DL programs, Ms. James will gather all parent choice information and send translated notification to the parents who have previously chosen that option for their children. Once program becomes available, Ms. James will ask for a follow up meeting face-to-face with the parents to discuss the program and pertinent information.
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 [\[see tool kit\]](#).)

Letters for parents/guardians are either sent home in the mail or given to students to deliver to their parent/guardian by Ms. James or Alma Ortiz. This is also done for the continued entitlement letter. If the deadlines are not met and the appropriate forms are not returned, the teacher will call home using an interpreter. Students are expected to return the forms within 5 days to Ms. James in room 123. Entitlement, non-entitlement and continued entitlement data is kept in the same binder. Ms. James keeps these letters in an ELL data binder in her classroom.

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.

The IS 318 learning community strongly believes in building close school to home relationships. Teachers, while being aware of and respecting the cultural attitudes of ELL parents/guardians towards education and the role of parents/guardians in the students' home countries, strive for creating a welcoming and nurturing learning environment. Diversity both within and outside the ESL and bilingual classrooms is celebrated and promoted. Students are encouraged to retain and build upon their native language oral and literacy skills as research increasingly indicates a positive relationship between native language proficiency and second language acquisition. Parents/guardians are provided with translated information from EPIC to complete a Program Selection Form that is promptly reviewed by the teacher. The ESL teacher, Ms. Alma Ortiz, and parent coordinator, Ana Berroa, can speak Spanish to communicate with Spanish speaking parents, Jasmine Flores, the Chinese foreign language teacher, is often called upon to speak to Chinese speaking parents, and a variety of teachers in the building are used to speak to Polish speaking parents including Maria Torres and Agnes Holstein. Our Tibetan, French, Bengali and Arabic speaking parents are happy to speak in English.

5. 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.

All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, will be provided with and read a copy of the School's Administrators Manual. For the 2013 administration, teachers may not score their own student's responses in the Speaking and Writing subtests.

The Department suggests that schools administer the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Schools may administer the Speaking, Listening, and Reading subtests in a different sequence for some or all students if doing so will facilitate the school's completion of this testing. The Writing subtest should be administered last. Scoring of the open-ended questions in the Writing subtest must be done locally, but may not begin until scoring guides and training sets arrive in schools.

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. *①*

Parents overwhelmingly opt for ESL services, but are made aware through meetings with ESL teachers and administrators of their program options within and beyond the district. Some parents have opted for Chinese TBE but not enough to create a classroom. Two parents made this choice in 2010 and 2013. Yet, when made aware that their child would have to transfer to a new school to receive Chinese TBE services, the parents have always changed their program selection choice to a program our school offers. A parents/guardians of 12 Special Education students have opted for Transitional Bilingual Education. Those students are in a self-contained TBE 12:1:1 setting. All of their new students' parents have opted for ESL.

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])?

Some classes are delivered in blocks, with student groups being pulled from non-academic classes. Two 6th grade classes, regardless of NYSESLAT scores, who are not in restrictive environments receive 8 periods a week of ELA/ESL with a certified ESL pedagogue. Their official classes are split during these periods to provide them with more individualized attention. Three periods a week the entire official class receives ELA from a certified ELA (not ESL pedagogue). The 6th grade classes, though heterogeneous, are generally divided into an Advanced group and a Beginner/Intermediate group. Newcomers are given targeted instruction in the early morning program that occurs for the first 37.5 minutes of our official school day and are tutored individually by an ESL certified teacher throughout the week. One 6th grade ICT class receives push-in services. The class has ELL students, who are seen 5 times a week by a ESL certified pedagogue. The 7th graders are divided; some have push-in services and some have pull-out services. The push-in services are being administered during their ELA periods. The students who are being pulled out see a ESL pedagogue during non-academic classes. 8th grade ELL-SWDs who are not in restricted environments receive targeted early morning instruction from a certified ESL pedagogue. SWDs who take alternate assessments are placed in a class with Amy Vericella, a dual-certified Sped. ESL teacher. Chinese speaking ELLs receive ESL instruction from a Chinese FLA certified pedagogue during early morning tutoring (which is part of the regular school day). ELA instruction for 7th and 8th grade ELLs is in official classes, with students receiving 10 periods per week. General education classes are grouped homogeneously according to test scores and teacher recommendation, thus, most Beginners and Intermediates are clustered, allowing an ESL teacher to push in to content classes in order to comply with the mandated minutes.

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)?

Pursuant to CR Part 154 mandates, parental/guardian choice, NYSESLAT data results and student assessment/progress during the school year the resulting implication for instruction is as follows: Beginners and intermediate ELLs serviced only through the ESL program will receive 360 minutes of ESL (either pull-out or push-in), while advanced ELLs will receive 180 minutes of instruction (pull-out). Our school provides an early morning program (37.5 minutes) as well as after school for ELLs. The 37.5 minutes and afterschool program is supplemental ESL instruction since the mandated minutes are provided during the regular instructional time.

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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in Spanish, Polish, French and Chinese are available. For beginners ELLs textbooks are available in the native language and instruction in small groups can be in the native language. The classroom environment will further support high standards of learning and academic rigor. Each classroom includes leveled libraries in both languages with a concentration of content related books. Word Walls and strategy charts in both languages reinforce critical skills.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Instruction is differentiated through a variety of methods. Students are provided with pre, during, and post reading activities that appeal to a variety of learning styles and intelligences. For example, in the ESL pull-out and the ESL/ELA classroom, the teacher is equipped with MP3 players that are used during reading. The teacher records the reading and the students listen and read at the same time. This is particularly helpful for students with special needs that may have processing issues as well as newcomers who may need assistance with phonemic awareness. Struggling readers are also given the opportunity to use the Lexia reading program which is closely monitored and supported by the teacher. The teacher regularly uses a Smartboard and content provided on the SmartExchange website. Employing the SmartBoard, the teacher uses BrainPop to deliver and practice multimedia instruction.
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).

Newcomers are given texts that supplement their content area classes and develop the language necessary for their exams. They are also given workbooks at their reading level to develop literacy. Newcomers are placed in a special afterschool ELA program in light of the recent legislation mandating that they take the ELA exam after one year. These students also receive direct instruction in test taking skills if necessary using Kaplan Prep books. ELLs (4-6 years of service) and long term ELLs (completed 6+ years) focus on reading and writing. Using high interest texts and varied writing assignments, they should make a 1.5-2 year literacy gain. SIFE are encouraged to attend after school enrichment programs and are always programmed into early morning schedules. ELLs that also have special needs are given small group time with the ESL teacher during the 37.5 minute early morning program. ELLs with special needs continue to receive their mandated services. Former ELLs are also included in the afterschool program to help support continued progress. All ELLs, including former ELLs, receive testing accommodations. They receive time and a half; Some students who have IEPs receive double time and other testing accommodations.

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?
In the ELA/ESL classrooms, the ESL teacher provides time to discuss and enrich learning in other classes. For example, the 6th grade ESL teacher has gathered supplemental material for the science teacher's unit on the Origins of earth and used interactive movement to reinforce the children's content acquisition. The language for content areas is supported using vocabulary lists and Uptown Education. Each week, the ESL teacher selects 5-10 words from both Averil Coxhead High Frequency Academic Word list and important words from the weekly texts. These words are posted as on Uptown Education where the students can log in and practice spelling, definitions and usage. Uptown Education also has supplemental lessons through the content areas. All ELLs have been purchased access to this website.
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?
The ESL, AIS, Speech and other mandated service providers collaborate to meet the goals specified in each student's IEP. For example, the ESL teacher will provide students with time on Lexia Reading in collaboration with the AIS services for phonemic awareness. Parents are also invited into the process of differentiation. Teachers regularly communicate with parents through the Jupiter Grades program to provide extra feedback and suggestions for literacy improvement. For example, the ESL teacher communicated with the parents of a long-term ELL and gave their family access to Lexia Reading and Uptown Education for at home use.

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

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

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

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

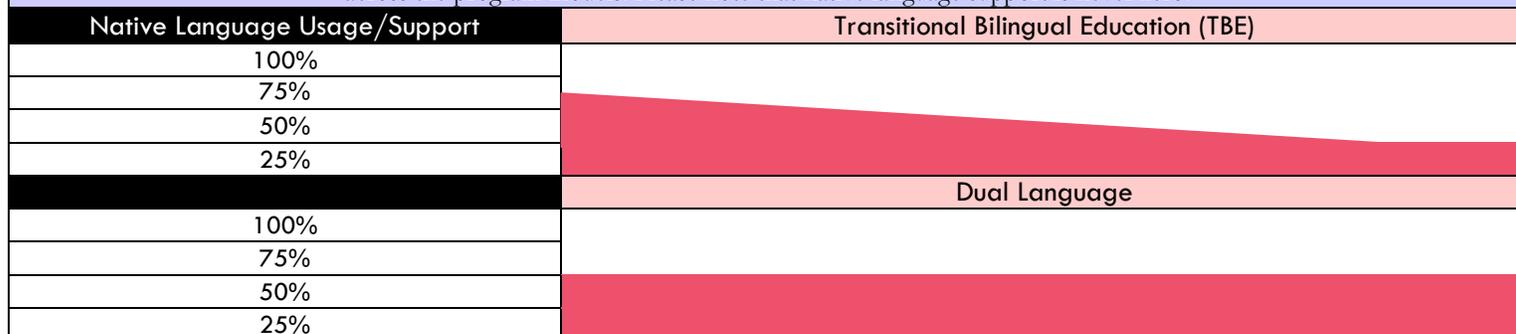
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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.

To ensure that our ELLs meet and exceed standard we have instituted a number of additional targeted interventions for both students, parents and teachers of ELLs. All students at IS 318 have the opportunity in a wide range of extracurricular activities from chess, botany, band, ceramics, guitar, dance, and sports to digital film. The programs letter home is translated into Spanish and the ESL teacher makes sure all students understand what is offered using leveled language and sometimes Google Translate. Specific programs for ELLs include a place for homework help and time in the computer lab with a certified ESL teacher. Afterschool homework sessions often are used as periods of instruction to review content area material that is below and far below current grade level standards and goals. SIFE and 6th grade students are also eligible to participate in an after school preparatory that concentrates on math and ELA enrichment. Students with an IEP who do not attend a self-contained SPED class, may receive math and ELA support services during resource room.

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

The schools ESL program is effective due to collaboration of the teachers as well as differentiated instruction thought out the curriculum. Differentiated instruction and communication-based instruction are two crucial examples of how to develop a child's second language. Communication-based instruction can be an effective tool for providing English language learners access to content area learning. In content instruction, it is important for students to learn the structures of the English language in order to interpret the work of related readings across subject matter instruction. Another tool we use is direct and indirect modeling of English language structures and conventions with corrective feedback. English language learners benefit from language modeling and reinforcement of linguistic structures through peer interaction in the classroom. In each academic area (mathematics, science, and social studies), students are introduced to vocabulary through visuals, bi-lingual books, and test translations are available. Non-fiction works and grade level curriculum in Science and Social Studies are discussed using graphic organizers to assist student in developing academic vocabulary as well as key concepts and ideas in each content area.

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

ESL teacher is providing Push-In services. Our school is also running a new program called MSQI, and Wilson Reading Program for students who were identified struggling readers. The Middle School Quality Initiative (MSQI) is the New York City Department of Education's focused effort to expand the number of middle schools that prepare students for college and career success. MSQI serves as the city's implementation plan for putting the Carnegie Reading Next report recommendations into action. The project has been guided by a vision for literacy reform described in Reading Next and put into practice by a team of committed and experienced literacy leaders in the city.

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

N/A

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

The school provides all ELLs with equal access to all school programs during the school day, such as general music, band, chess, visual arts, physical education, computer, math club, and science club. All ELLs are also invited to participate in the same after-school enrichment programs with all the other students in the school, such as orchestra, sports, dance, and drama club. Although, most ELL students are in a split English/Math enrichment program that supports ELA and Math content materials.

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

The school is currently using technology to enhance the instruction of all students and ELLs in particular. All ELLs have been purchased at home and at school access to Lexia Reading Program. Teachers of ELLs often use BrainPOP to enhance lessons through interactive quizzes, games and animated movies with closed captioning. As mentioned before, the ESL/ELA teacher uses prerecorded media on MP3 players for struggling readers or children with auditory processing challenges. We also use scaffolding techniques, group work, cooperative learning methods, and literacy-based thematic units throughout the school. While native language is not used in ESL settings, reference materials are available in the classroom, as are non-fiction books related to science and social studies in the school library.

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

In the beginning of the school year, to support each student, the ESL teachers provide each ELL student with a bilingual dictionary in their home language. These dictionaries can be used in class or at home. In addition to English books found in the leveled multicultural classroom library, books in Spanish, Polish, French and Chinese are available. For beginners ELLs textbooks are available in the native language and instruction in small groups can be in the native language. The classroom environment will

further support high standards of learning and academic rigor. Each classroom includes leveled libraries in both languages with a concentration of content related books. Word Walls and strategy charts in both languages reinforce critical skills. Teachers also provide buddies/partners who speak the same native languages for newly enrolled ELLs. Teachers in the building who speak various naïve languages also serve as translators for newly enrolled ELLs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
In order to make suitable informed decisions for the appropriate support of instruction, our teachers consider the information gained in the assessment stage as well the students scores on the NYSESLAT, ELA State exam, and Math State exam. Teachers also collaborate and use other educators options in our school. Depending on the students proficiency level, the students is then given the appropriate support and resources.
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.
The school has a summer program for all entering sixth grade students every year, and one of the programs offered over the summer is ESL specific and taught by a fully ESL certified pedagogue. The program prepares students for academic English at the middle school leve, with an emphasis on English for content and writing.
18. What language electives are offered to ELLs?
Current language electives include Spanish Native Language Arts for non-native speakers.
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)?

Paste response to questions here:

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.

IS 318 recognizes its commitment to maintaining high standards of professional development, collaborative planning and securing certified and exceptional instructional staff. All first year teachers at IS 318 receive 10 hours of professional development in ESL methodology during which teachers read and discuss articles related to best practices in the content area instruction of ELLs. The ESL teacher and ELA department work closely to insure that ELLs are exposed to the balanced literacy format and are adequately prepared for the ELA exam. Regular ELA and math teachers often lead ELLs in the SES sponsored after school reading and math enrichment programs. The certified ESL teachers are given ample time to consult with content area instructors on how they can best meet the needs of the 6th graders who enter and 8th graders, who need extra help to prepare for high school. On the first day of the school year for teachers, there is plethora professional development led by Jacklyn James and Alma Ortiz concerning differentiation for ELLs. This in house professional development supports the guidance counselor and subject area teachers. It is centered around multiple entry points and using manipulatives to promote student development. Election day, provides Jacklyn James with time to provide PD to each grade team concerning how to make content instruction accessible for ELLs. Every Thursday, inquiry groups of teachers of ELLs meet to discuss pedagogy. During 6th grade meetings, the ESL teacher, Jacklyn James, provides feedback and guidance in scaffolding methodology. Assistant Principals regularly engage in these meetings. The staff (teachers and parent coordinators) are supported by school leadership and the guidance counselor. Some activities include after school academic Reading and Math, peer tutoring, and parent workshops.

The pupil accounting secretary, Sharon Nunziata, often meets with Jacklyn James to discuss new admit procedures and the use of ATS for placement and identification. Finally, the ESL and Bilingual teachers are fully certified in the respective area and are eligible to participate in continuous professional development at the region and city levels.

When Jacklyn James meets with her colleagues, she records it in her Professional Development through Collaboration log in her notebook. She includes, the date, the people meeting, the subject and notes. These records are maintained on file, kept in a cabinet, locked. Some records are computerized.

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?

Parents are always welcome to visit the school and do so often. Our Spanish speaking parent coordinator, Ana Berroa, leads a series of workshops and classes each year for ELL and EP parents. our parent coordinator assists parents with guidance, interprets materials, distributes dictionaries, makes phone calls home and assists parent with any surveys (ie HLIS). The Parent Teacher Association (PTA) is also very involved in creating workshops and makes a special effort to invite ELL parents to meetings. All PTA meeting announcements have Spanish translations on the back. A Polish speaker is present at every meeting to provide translation. The Parent Action Committee meets one time per month with school leadership to assess current policy and make suggestions. Spanish translated questionnaires are routinely sent to families to evaluate their needs. As mandated, all parents of new ELLs receive an orientation to provide them with the information necessary to make informed educational choices for their child. There are other translation services such as Polish, Spanish and Cantonese.

IS 318 does work with other agencies, but they do not provide workshops. IS 318 provides the necessary workshops.

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

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:

Part VI: LAP Assurances

School Name: <u>I.S. 318</u>		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/15/13
	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
	ESL Teacher		11/15/13
	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		
	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K318 School Name: Eugenio Maria DeHostos - I.S. 318

Cluster: 1 Network: 112

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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